



CORPUS, MENS, SPIRITUS

DEO CONFIDIMUS

**Charter School Application
November 22, 2016**

Required Information

Charter School Information														
1. Name of proposed charter school: Capstone Classical Academy, Inc.														
2. Name of applicant: Susan Goers														
3. Authorized agent: Susan Goers														
4. Mailing address: 2307 North 2850 West Plain City, Utah 84404														
5. Phone number: (801) 415-9973								6. Email address: sgoers@capstoneclassical.org						
7. District(s) where proposed charter school is located: Weber District														
8. The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the makeup of this body below. (Add rows as necessary)														
Name	Email	Position	Type of Member	Profession										
Christopher Gurnee	cgurnee@capstoneclassical.org	Chair	Business	Investment										
Aaron Stringer	astringer@capstoneclassical.org	Vice Chair	Business (Esq)	Lawyer										
Patrick Munson	pmunson@casptoneclassical.org	Treasurer	Business	Accountant										
Brittni Donnelson	bdonnelson@capstoneclassical.org	Secretary	Business	Paralegal										
Tammi Ross	tross@capstoneclassical.org	Trustee	Educator	Parent										
9. Year school will start: August 2018														
10. Grades served: 6 – 12 (opening with 6 – 10)														
Does proposed grade configuration match resident district grade configuration?														
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>														
Requested Enrollment														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1	N/A	N/A	N/A	N/A	N/A	N/A	80	80	75	75	50			360
Year 2	N/A	N/A	N/A	N/A	N/A	N/A	95	95	95	80	80	60		505
Year 3	N/A	N/A	N/A	N/A	N/A	N/A	110	110	110	105	95	90	80	700



12. Is this proposal seeking special treatment under UCA 53A-1a-501.9 ? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	13. Is this proposal seeking priority consideration under UCA 53A-1a-502.5 ? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
14. A charter school may apply to the State Board of Education for a waiver of any rule that inhibits or hinders the school from accomplishing its mission or educational goals set out in its charter. List any waiver requests here (i.e., Rule numbers and titles).	

Signatures
<p>WE, THE UNDERSIGNED, do hereby certify that, to the best of our knowledge and belief, the data in this proposal are true and correct. Therefore, this proposal for charter school status and funding is hereby submitted with the full approval and support of the governing body of the proposed charter school.</p>
<p>Name of Authorized Agent: Susan Marie Goers</p>
<p>Signature of Authorized Agent: <i>Susan M. Goers</i></p>
<p>Name of Charter School Board Chair (if different than Authorized Agent): Christopher Gurnee</p>
<p>Signature of Charter School Board Chair (if different than Authorized Agent): <i>[Signature]</i></p>

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Section One - Executive Summary

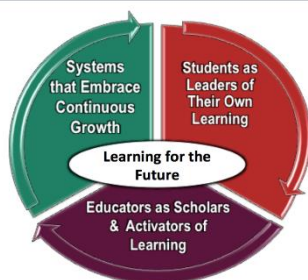
**“We are what we repeatedly do; excellence then, is not an act but a habit”
~Aristotle**

As much as the art of teaching has been transformed, reformed, and reconstructed over the years, a few elements remain the same, one of them being that teachers (Mentors at CCA) are having to prepare scholars for jobs and careers not yet created. Another is that gifted and talented scholars live under a shroud of myths that predetermine many of their futures.

Among the myths are a set of beliefs that the gifted and talented learner can drift through school without any extra help and simply make the grade. Unfortunately this is not the case as many of these students become bored and then become behavior problems and even drop outs according to the National Association for Gifted Students. These students need to be recognized, and then taught with specific methodologies that help them to achieve their potentials. It is the vision of Capstone’s Board to empower these students, along with general population of the school, to be successful in the 21st century environment. Capstone will target the needs of this population by engaging in classical curriculum delivered in a unique style that requires depth of knowledge and not simply facts. Capstone Mentors (teachers) will be trained specifically to address this population each summer through training provided by the Utah Association of Gifted Children.

In the new “human environment” of the 21st century there are elements of the past that are essential for driving forward critical thinkers of the future (Kamm, 2016). Capstone Classical Academy, a charter school serving grades 6 – 12 in Pleasant View, Utah desires to bring back critical elements (tools) that have been lost in education while serving students whose needs are not otherwise being met in our traditional schools(Sayers, 1947).

Where public speaking, reading, writing, and relating to others critically was a mandatory and taught element in centuries past, it has been cast into the shadows at the expense of STEM. Now, we see it coming full circle with the new terminology “SHTEAM” where we are requiring the mastery of literacy standards across multiple disciplines to ensure scholars have these skills once again. SHTEAM incorporates the essentials of Humanities and the Arts to produce a well-rounded scholar able to communicate and succeed in the modern day global economy (Kamm, 2016).



Kamm Solutions. 2016

Dr. Connie Kamm (2016) illustrates how the teaching environment can prepare scholars for the careers of the future. Living in an environment where apparently more people are less fearful of dying than of speaking in public, scholars need to be equipped with skills for the global marketplace (Wall, 1977). With the best educators and a collaborative atmosphere where there is an ethos of high expectations and low threat, scholars can take ownership of their learning and chart

their own progress as they make their way through their educational journey. The illustration above depicts the shift that drives learning for the future. Students as leaders, responsible for their own learning, and systems that embrace continuous

growth are key for gifted scholars. These students need flexibility to advance at their own pace. They also need the opportunity for the deep, intellectual thinking that their minds crave through the use of rigor, not busywork. Scholars not identified as gifted and talented, but who are quick to learn and desire depth in their learning can profit from these same methodologies. All students, whether or not they are identified as gifted and talented will be equipped with the tools to succeed.

With the many benefits in the advancement of social media, online learning, and electronic individualized instruction, there are also academic casualties. Specific casualties are a loss of personal connections; everyday communication skills; the ability to express oneself clearly in writing, and even the most essential skills of handwriting and reading. As professionals, we all know that these skills are mandatory as many professions still require the filling out of a paper application for job placement, simply to observe handwriting and the ability to construct meaning in communication through written language. Reading critically is even more crucial since the next generation is bombarded with social media.

Within the technological world in which we live, it is becoming more and more essential that scholars can research, determine viable sources of information, present that information, defend their point of view, and respectfully listen to an opposing view. However, these skills are not inherent; they must be taught. Scholars in every domain need to communicate verbally and in writing, make eye contact, shake a hand, and engage in meaningful discussion. Without these skills he or she may not be successful with professional and/or personal relationships on a daily basis.

Capstone Classical Academy's calling card will be the requirement of all scholars to take courses in communication, logic and argumentation, and speech and debate incorporating research. Scholars will also be well versed in courses on the Constitution and the founding of our country. Scholars will be equipped with cultural understandings of other human beings and sensitivity to global differences. They will have a strong conceptual knowledge of the founding of this country and be able to discuss intelligently what they desire for their personal future and the future of our country. Capstone believes that these essentials in education will not only serve advanced students, but all students in the school.

Capstone will make a concerted effort to identify gifted and talented scholars by use of their incoming documents, the NNAT and the CoGat. Once identified their Ad Vitam (individual plan) will reflect their ability to participate in advanced and individual studies while meeting the requirements set by the school and the state. With this in mind, the Capstone Board and Administration is very aware that in families where there may be one gifted learner, there are usually other average learners and as such the school will accommodate scholars at all levels, while its main focus will be to accommodate those that are advanced, gifted and talented.

Capstone's environment will incorporate a Finnish element where scholars work at their comfortable pace to complete their individual learning plan formed in agreement with the school and their parents (Ad Vitam). Mastery based learning will allow scholars flexibility to address their learning style and ability. As in Finland, students will take a "matriculation" exam in the beginning of the tenth grade year (PSAT, ASVAB) and will be counseled toward a path to take for 11th and 12th grade. Capstone desires to serve students who tend to grasp material quickly and then become frustrated in the

traditional classroom. This environment will spur initiative as scholars will have ownership of their learning path; a proven method to engage the gifted and talented learner. Graduates will have either a letter of acceptance to a university or a certificate of completion for a particular career field. This does not mean they will immediately choose either of those two courses of action since many may choose to go on their LDS or religious mission, or pursue individual projects following high school. However, the mission of the school is to assure that each student has some path upon exit that is career oriented. The goal is for every scholar to have a direction upon graduation, some next step in lifelong learning that he or she will be moving toward. Not all learners will be college bound, or should be. Therefore Capstone believes it essential that scholars are equipped with a trade or certification to move into a job position upon graduation.

Capstone will follow the traditional Classical Education Model which educates grades 6 – 8 in the middle school and 9 – 12 in the high school. Although most of the district schools include 6th in the elementary, the true classical school begins shaping those scholars during the height of brain growth (ages 11-13) and therefore will follow this model.

Employing a multi-disciplinary approach, grade six will be self-contained and separate from the 7/8 which will be separate from the 9-12. Scholars in grades 7 – 12 will master the Utah standards via unit studies within and among hubs. Hubs will consist of four main areas: STEM, Humanities, Life Skills, and Citizenry. Other than Arts and Music, all learning will take place in these hubs. For example, 9th grade scholars discussing the ethics behind designing the next generation of Americans at the cellular level may be reading the novel *Frankenstein* and working in the STEM hub to design their “Modern Day Prometheus Project”. Their debate in the humanities hub would center on whether or not biological advances are crossing ethical lines. They would employ their knowledge of Biology to determine what their created being needs to sustain life, and the habitat it will live in, while applying mathematical concepts to determine lifespan and requirements of the earth’s resources for their creation. Socratic questioning and discussion in the Humanities hub might center on the scientific experimentation on people during events such as the Holocaust and the Tuskegee Syphilis Experiment. Scholars would apply research skills by finding other events in history where that ethical line has been crossed, followed by a discussion on what they can do to prevent events like this from happening again. Integrating the knowledge of the study of life, the study of classical works, the study of past history and critical analysis and debate allows scholars to not only grasp the material, but to master it and apply it to their everyday lives. Through multidisciplinary learning experiences scholars’ curiosity will be awakened, creativity will be sparked, and they will engage in discussion and exploration, all essential elements for gifted and advanced learners (UAGC, 2016).

Capstone scholars will fully appreciate the meaning of excellence and will be willing to take on challenges to create a deeper understanding of their world. As a school that is committed to create programs for the gifted and talented, to promote creativity and innovation, where every scholar is actively involved in creating his or her own individualized Ad Vitam (life plan), Capstone will actively work to produce citizens who “give back” to the Ogden area as they serve the community in service projects each year. Our institution will be a place where scholars value family while blurring the lines between education and daily life to make learning concrete. We will create a



learning environment where the educational theory of “not yet” is employed so that scholars do not “fail” but are remediated to master concepts and skills before moving on to the next level (Dweck, 2014). The ethos of high challenge in the midst of low threat will push scholars to perform their very best and experience fulfillment through producing their best work. Capstone seeks to create and provide excellence in every aspect of education.

Capstone will challenge scholars to set high personal and educational goals. Excellence, defined by Webster’s Dictionary as “**valuable quality: virtue, virtuous**” will be the cultural touchstone of Capstone Classical Academy. “The criteria for excellence are neither arcane nor complicated” (Sternberg, 2008). Reading, writing, and arithmetic coupled with reasoning, resiliency, and responsibility, will make excellence the cornerstone of this educational institution both in culture and deed. Scholars who are successful and those that earn college credits and job force certifications will continue in lifelong learning because of their resilience and patience. Capstone will seek to continue relationships through the college years and into a scholar’s career field with a strong alumni group who will become mentors of younger scholars as they experience real world situations.

Capstone Classical Academy will exist within the guidelines of the following **mission statement:**

Capstone Classical Academy exists to assist parents in their mission to develop exemplary citizens equipped with analytical thinking skills, virtuous character, and a passion for learning, built upon a solid foundation of knowledge.

To enact this mission, Capstone Classical Academy is dedicated to the following **vision:**

Empowering highly motivated and gifted scholars for the 21st century

Educational Foundation and Key Focus Points include:

- Providing quality instruction in all subjects using a multi-disciplinary model which includes classical curriculum such as communications, logic, and Latin.
- Fostering positive role models while promoting the family unit.
- Challenging scholars to establish the foundation of knowledge that created “One Nation under God”, understanding the Constitution and being able to execute their responsibilities as citizens.
- Developing gifts and leadership skills both within and beyond the schoolyard.
- Connecting businesses, faith-based organizations, and families with the school to support a healthy and balanced life for all stakeholders.
- Graduating seniors with a certified career path and/or a letter of acceptance to a college or university.

Philosophy of Capstone Classical Academy

Capstone Classical Academy’s philosophy joins instruction in the principles of moral character and civic virtue with a rigorous academic program in an environment of family and scholé.

Anticipated Population; Highly Motivated and Gifted Scholars

Capstone’s Board believes that among our students here in Utah there is an underserved portion of scholars who have the ability and desire to learn and produce more than most scholars in their class. These students are often bored and can become disciplinary problems due to the lack of challenge and lack of attention. Some are ignored and even stigmatized as “problems” year to year. Some are identifiable as gifted and talented if tested, while others are simply quick learners who are not challenged to expand their depth of knowledge. The Capstone Board of Directors understands rigor to be an expansion of depth of knowledge, not simply more busywork. Capstone seeks to serve these students with rigorous curriculum that develops depth and breadth in all areas of learning. Our Humanities pedagogy at Capstone Classical is summed up in the words of another master teacher, Francis Bacon: “Reading maketh a full man, conference a ready man, and writing an exact man.” The primary assignment for scholars and Mentors alike is to read, and after reading, to write. Finally, in hubs each week we will gather to confer (discuss in Socratic Seminar). As we read, write, and discuss, we seek “wisdom and delight.” We look for threads of the Great Conversation which naturally rise out of the Great Books, as emerging minds in each age respond and refer to the thoughts of the great minds of previous ages, thoughts and ideas will transcend the boundaries of time and place.

A Great Books curriculum is the very essence of scholé; embodying “contemplation,” “conversation,” and “reflection.” It is a different paradigm from the prevailing methods of education, and it requires different priorities in the home and school. We advise parents that scholars must have adequate time in their schedules to do their reading and discuss ideas with their parents and other mentors. We encourage families to read together and share discussion of ideas during family time and meals as a portion of their “home” work. Through study, conversation, and contemplation students are forced to think more deeply and apply their learning to real life situations, bringing value to their learning and building resilience and purpose.

In the study of ethics, the term “ethos” refers to the appeal to ethics, or convincing someone of the credibility of the persuader. Ethos appeals to the emotions of the audience. The ethos at Capstone will be one of high challenge and low threat for the entire staff and scholar/parent population. Classical education affirms that virtue requires both a trained mind and a generous heart, and as such unites our ability to think and reason with our passions, desires, and feelings in a low threat environment. Encompassing the idea that all can improve (Dweck, 2016), knowing that while doing so at different rates, scholars will be encouraged to try and try again to improve their work and challenge themselves. If they do not master a task they will receive a NY “not yet” and loop around that particular information with another instructor to facilitate mastery. Using a mastery model with the Utah State Standards in place (Mastery Connect), and employing a rigorous classical curriculum to master those standards, scholars will be free to take personal and academic risks to understand and challenge their own personal abilities.

Although the growth mindset allows students to move at a pace that is comfortable for them to learn, there are also elements of a fixed mindset that need to be in place so that scholars complete requirements for graduation. A balance of the two will benefit scholars as they move through their education. It is the hope of the CCA Board

that incorporating the independent growth mindset will spur scholars toward personal excellence while assuring that they integrate intellectual, interpersonal, and service knowledge into a successful and highly motivated future.

Capstone Classical Academy Board of Directors does not support social promotion, and therefore will require scholars to be on grade level (with variation) in order to promote to the next level. Seventh through twelfth grade scholars who are significantly behind grade level will have Ad Vitams written to attempt to get them to grade level as quickly as possible. This may require some students to spend more time in literacy, math, and science, before expanding their educational focus.

Capstone Classical Academy will focus on eight core virtues: **excellence, moderation, justice, responsibility, prudence, friendship, wonder, and courage.** These virtues are largely inspired by Aristotle's *Nicomachean Ethics*, a Great Book that our scholars will read in whole or in part before they graduate. We focus on these virtues because they have withstood the test of time. For over 2000 years, these virtues have guided men and women of every kind toward happiness and success. Rarely does a public school speak openly about virtue, since virtue means we judge our actions against an objective standard of beauty or goodness. Instead, most educators speak of values, since in our age, we are much more comfortable with language that does not make clear distinctions between good and bad. Indeed, to speak of virtue means that we judge some qualities of character to be better than others and this entails taking a stand in their defense and attempting to cultivate them in our scholars. One way to do that is to study those influences which formed and shaped civilization, western culture, and most especially our nation.

Capstone Classical Academy desires to instill these virtues through a scholé group environment that is restful, reflective, and contemplative for scholars, staff, and families. Scholé is a term used to define the act of pursuing wisdom, discovering delight, and growing together in order to experience truth, goodness, and beauty; foundational elements of classical education. The scholé environment dictates quiet, peaceful policies, communications, and protocols throughout the school that promote community. Developing a multi-disciplinary approach to covering state standards in a tapestry-like teaching environment facilitates individual growth rates along with allowing for both inclusion and differentiation.

The CCA Board believes strongly that this charter will attract a significant cohort of students who are not having their needs met in other learning environments throughout the area. Currently there are no charter high schools in the Weber District that are offering a classical education. The hub collaborative setting where scholars can work at their own pace and are still required to master the Great Books, Logic, Rhetoric, Latin, and participate in weekly socratic seminar and required internship will appeal to those not currently being challenged. Capstone Classical Academy desires the approval of this charter to serve this most critical population and therefore the state of Utah.

Section Two: Charter Agreement: Exhibit A

1. Name: The name of the Charter School shall be Capstone Classical Academy.
2. Applicant: A Charter Agreement is granted to Capstone Classical Academy, Inc. who applied on September 28, 2016.



3. Location: The Charter School shall be established in the Pleasant View (Ogden) area, located within the Weber School District, which location is material to its authorization.
4. Mission Statement: The mission of Capstone Classical Academy is to assist parents in their mission to develop exemplary citizens equipped with analytical thinking skills, virtuous character, and a passion for learning, built upon a foundation of knowledge.
5. Purpose(s): Consistent with U.C.A. §53A-1a-503 Capstone will serve the following purposes:
 1. Confidence to Improve Student Learning - Collaborative and group learning experiences tied to real life situations bring about better results than simple book learning (Kamm, 2016). Students who are visual and auditory learners, primarily, will also benefit from a kinesthetic experience where they have to produce a collaborative project, or apply learning through their internship.
 2. Encourage the Use of Innovative Teaching Methods - The use of hubs for the junior high and senior high school students instead of traditional discrete subject periods. Hubs will concentrate on a particular themed unit so that students can make connections to the content and the real world.
 3. Create New Professional Opportunities for Educators That Allow Them to Actively Participate in the Designing and Implementing of the Learning Program at the School- Methods of working in a hub and building unit studies, Mentors have the opportunity to develop units in teams (NCATE, 2006). Mentors will also be trained in Mastery Connect, and how to choose and write formative assessments linked to the Utah Standards.
 4. Increase Choice of Learning Opportunities - The choice of an internship experience, designed within the 11th grade year and then executed during the 12th grade year will be a unique and important part of the Capstone curriculum.
 5. Establish New Models That Emphasize Measurement with Creative Tools - Capstone will incorporate the use of standards-based grading. Measurement tools will be a combination of projects, collaborative participation, communication skills, and written assessment. All disciplines will require all elements in order for students to prove mastery. The accountability of the school's success will be determined by the percentage of scholars graduating with a letter of acceptance to college, or a completed certification of training from OWATC.
 6. Provide Opportunities for Greater Parental Involvement - With the family emphasis at Capstone, parents will be intimately involved in the choices



made by their students for areas of study. They will also be found on the Board of Directors, in charge of the FMP (Family/Mentor Partnership) and key stakeholders in the career pathway experience as guest speakers in grades 6 – 8.

6. Key elements that make Capstone unique are the following:

1. All scholars will be evaluated for placement using the NWEA MAP or STAR360 for Math and Language Arts and screened for Gifted and Talented designation.
2. Curriculum will be Classically Based, commercially available researched curriculum to include courses in: Speech and Debate skills, Biblical History and Literature, Latin, Logic/Rhetoric, and math through calculus, or four years of math in High School.
3. Grades 7 – 12 will engage in multidisciplinary learning in hubs employing unit studies throughout the day.
4. Scholars will participate in release time or Core Virtues class twice weekly.
5. Junior and senior high scholars will participate in Communis Time every Friday.
6. Fall of the tenth grade year all scholars will take the ASVAB and PSAT to determine route for their individualized instruction plan to be executed in 11th and 12th grade (Utah Futures).
7. Graduation requirements will include a completed technical certification for a trade, or a letter of acceptance to a university.
8. Grades 6 – 12 will study the constitution and master a section of an internal exam each year.

7. Opening year will be 2018-2019.

8. Grade Bands:

Year	Grade 6	Grades 7 - 8	Grades 9 -12	Total
1	80	155	125	360
2	95	190	220	505
3	110	220	370	700

The yearly increase in grade bands reflects the growth from the lower grades to the upper grades.

9. The initial Board of Directors shall consist of five members of the Founders Committee, and two administrators (non-voting). Current members shall serve until the opening school year, then three of the members shall serve in their positions until July 31, 2020. Two of the members shall serve in current positions until July 31, 2021. Except for the initial Board of Directors, the term of a Board member shall be three years in any one position. The Board of Directors shall consist of five to seven voting members. Regular meetings of the Board shall be held at least 10 times per year for the first year and then 8 times per year in following years.

Upon non-attendance of three BOD meetings, without outstanding circumstances, a Board member will relinquish his or her position. Board of Directors shall, by a majority vote, remove a Board member who does not hold to the mission and vision of the school, or has not taken his or her action items to completion within the stated timeframe, or has performed an act outside the scope of the Board Member's position and/or has put the reputation of the school in jeopardy. Standing Board Members will be responsible to generate nominees for future seats on the Board. Brochures, articles, and the charter agreement will be provided to those interested in serving on the Board. Names will be provided to the Nominating Committee.

The Nominating Committee shall contact potential Board members and invite them to be present at three Board meetings, sharing their input and suggestions when appropriate. During the three months the candidates will read two books of the Board's choosing and share their opinions at the fourth meeting they attend. The two books are currently "Why Johnny Doesn't Know Right from Wrong", and "Cultural Literacy". Potential Board members will also familiarize themselves with classical education via a packet of materials supplied by current members.

Elections for the Board of Directors - Members of Capstone Classical Academy Board shall vote for candidates for members of the Board based on what they have learned of the person over the three months of Board Meetings. Members may vote for as many candidates as there are vacancies to be filled. Election of the members of the Board will be determined by a majority of the votes cast. To provide continuity of leadership, newly elected Board members shall attend Board meetings as non-voting members until they formally assume their duties as newly elected Board members. All new Board members will be sworn in by the Chairman of the Board at their first official meeting.

The term of office will be three years aligned with the calendar of the fiscal year. The Nominating Committee shall run all elections for the Board and tabulate results, which they shall certify to the Board at the first Board meeting following the conclusion of the election.

10. Capstone is not seeking any waivers at this time.

11. Accountability Measures

Measure	Metric	Targets				Weighting
		Exceeds	Meets	Does Not Meet	Falls Far Below	
Post-Secondary Readiness	Percentage of graduates who have completed certification or have a college letter upon graduation.	>90%	>85%	<84%	<65%	Equal
Graded Internship (Capstone)	All Senior Capstone Assignments scored 80% or above using NSDA rubric	>90%	>80%	<75%	<65%	Equal
6th Grade Literacy	Percentage of 6 th grade students reading on grade level before promotion to 7 th grade (NWEA or other standardized exam)	>80%	>75%	<70%	<40%	Equal
Parental/Family Empowerment	Percentage of parents and scholars participating in creating the Ad Vitam	>90%	>80%	<75%	<65%	Equal
Community Service Project	Number of service projects engaging the school community	> 2	2	< 2	0	Equal
Senior Comprehensive Constitution Exam	Percentage of Students passing the Comprehensive Exam	>95%	>90%	<89%	<65%	Equal

Section Three - Market Analysis

Site Location and Facility

Capstone Classical Academy (CCA) will be located in the area of Pleasant View, in Weber County within the Weber School District boundary. The school will serve students from Ogden, North Ogden, Harrisville, Marriott-Slaterville, parts of the Ogden Valley, Plain City, West Haven, Warren, West Weber, Taylor, Farr West, Pleasant



View, Plain City, Washington Terrace, Uintah, Perry, Hooper, South Ogden, Eden, Liberty Huntsville, and as far north as Brigham City, if located in choice number one. We also anticipate students from Riverdale, Roy and Syracuse since we have letters of interest from students in those areas. CCA will add another unique choice to the current public high schools and two charter high schools in the district. While market analysis and curricular comparison was primarily conducted for schools in the Weber District, we believe that scholars will be commuting to CCA from greater distances, just as they do for other private and charter high schools in other areas of the state.

Pleasant View would be the preferable location of the school due to the lack of other charter high school options in that area. According to the North Ogden City Development Plan of 2011, North Ogden's population is expected to double from approximately 20,000 to near 40,000 once all residential zones are built to capacity. The majority of this growth is expected along the base of the Wasatch Mountains in the northern end of the city and is expected to be largely composed of upper middle class single family housing. North Ogden has strong spending power with the second-highest median annual household income (\$74,384) of the 10 nearest cities. The combined benefits of a relatively large and growing population base and strong spending power make North Ogden the ideal location for future economic and educational growth.

Capstone Classical Academy is currently exploring several location venues within the Pleasant View, Farr West, and North Ogden area. Our building committee has identified three parcels of land that could be suitable for both building needs and school traffic patterns. The final building itself will require five fully contained classrooms, along with eight Hub Learning Centers and a large common area for study and collaboration. An auditorium is essential to a Classical school due to the emphasis on both music and drama. The school will also include an art studio, music studio, café, library and gymnasium. The close community relationships and collaborations stressed

in Classical education will make the auditorium and school facilities a resource for the community as well as for the school itself.

The first parcel of land being considered is situated north of 2700 North, and east of I-15 in Pleasant View near both North Ogden Elementary School (K-6) and Maria Montessori Academy (K-9). This parcel of land is located on the corner of 2700 North and 600 West in Pleasant View. This parcel is within Weber High School boundary (which is currently near capacity). The parcel is 11.59 acres with more than enough space for both the projected building, and significant outdoor

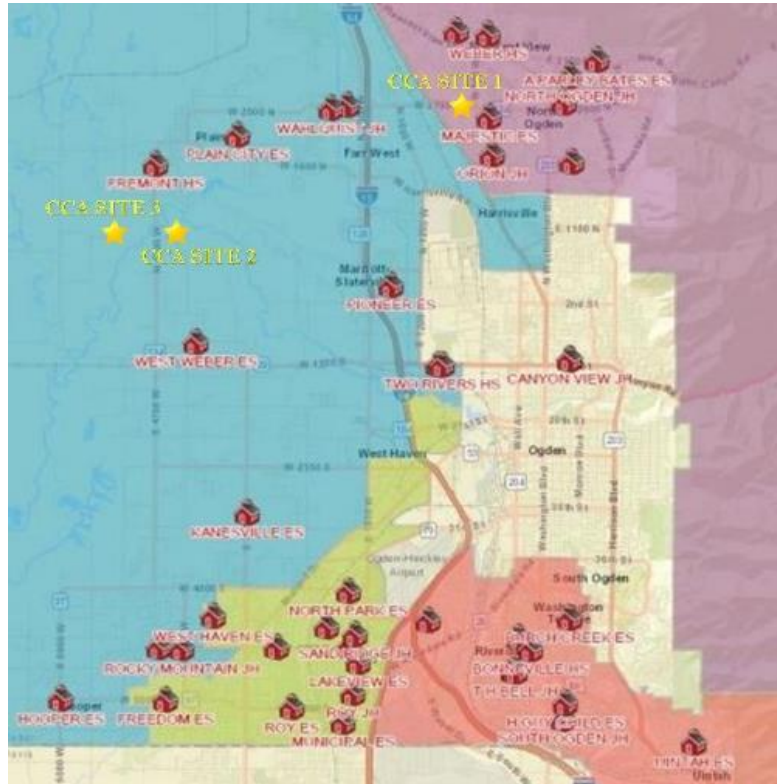


exploration and science areas, and can be divided as Capstone is ideally looking for a 5 - 8 acre parcel. This location is also near the Frontrunner station on 2700 North allowing

for scholars to walk the .7 miles to the campus easily. It is also adjacent to a UTA bus stop and only 2 miles east of Whalquist Junior High. This first parcel is preferred because of its positioning between both Weber and Fremont High Schools.

A second location is situated at 880N 4400W, 84404. It is a 7 acre parcel. It is situated approximately 6 miles north of Quest, 6 miles west of Venture, and 2 miles south of Fremont.

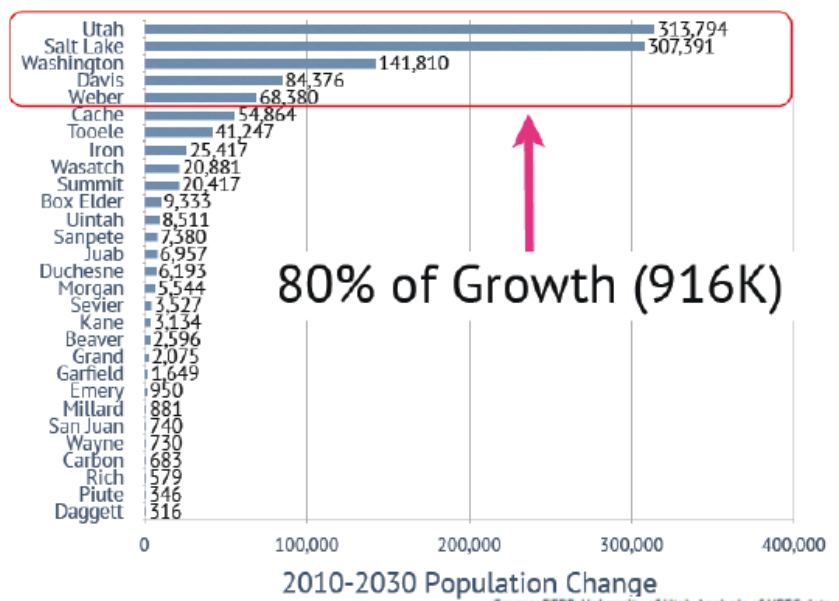
The third section of land is located at 870N 5100 W, 84404. The parcel is 13 acres and situated 9 miles from Weber High School, 2 miles from Fremont, and 8 miles from Quest.



Market Trends

Weber school district currently includes 31,135 students (USOE ADM 2015). Of those, approximately half, or 16,455 are enrolled in grades 6-12. Growth within the Weber District is projected to continue both from new home construction and families moving into the area. According to the Utah Legislature Briefing Paper 2014, the average growth in the state is 2.2%. The projected growth for Weber County from 2010 to 2030 is 68,000 people with approximately 20% of those being school-age children

Projected Population Increases by County 2010 through 2030



(US Census). Conservatively the county is likely to experience the addition of over 5,000 students by 2020. Even more surprising is the Utah Foundations research on 2050 which indicates that Weber County, with 231,236 residents in 2010 will grow to 398,699 by 2050, a 72% projected change.

Educational Landscape/Educational Need

During the 2014-2015 school year there were 110 charter schools serving 10 percent of all Utah public education students (Beagley, 2015). According to Headlee (2015), charter school enrollment increased 12 percent from 2014 to 2015 with an anticipated growth of another 9% this fall (USOE 2015). Currently 52,000 Utah students attend charter schools with over 40,000 students on wait lists (UAPCS, 2016). The North Ogden and Ogden area of the Weber District currently has a large number of students being served by a small number of charter schools.

In total, there are seven public high schools within the Weber School District. They serve the students moving up through 10 public junior high schools, 28 public elementary schools, four charter elementary schools, and approximately 450 home-schooled students. Within the Weber School District there are currently only two charter high schools, Venture Academy High School (592 students in 6-12) and the Utah Military Academy (456 students in 7-12). Both of these schools have waiting lists exceeding 100 students for their middle and high school grades. Two of the seven public high schools (Fremont and Weber) are regularly above their optimal enrollment. Two others are already at nearly 90% of capacity. Population growth alone will certainly provide a significant base of student enrollment by the projected CCA opening date of 2018. The current Weber District high schools, both public and charter, cannot accommodate these projected enrollment increases.

Just recently (November 17, 2016) in the Superintendent's Message of Weber District, an announcement was made concerning a major boundary study due to the overcrowding in Weber Schools. The Superintendent specifically acknowledged Fremont High School which has a permanent capacity of 1750 but an enrollment of 2054. Jeff Stephens, superintendent of Weber District stated that for this particular school alone, enrollment will surpass 2250 for the 2017-2018 school year (Stephens, 2016). Weber district believes that by realigning the boundaries, they may be able to move some students around and relieve some of the crowding. The committee, made up of principals, teachers, and PTA member of community councils who will create local boundary study committees at their individual schools. Specifically they are looking at the Weber and Roy cones, the area where Capstone is looking to build. The addition of another school would certainly help alleviate the overcrowding issue. More importantly, the North Ogden/ Farr West/Pleasant View area currently has no charter high school option available.

The addition of charter schools creates benefits for all students in the community. It provides increased school choice and the ability to meet individual student needs; and usually also lowers student/teacher ratios in the area by providing more educational opportunities. In addition to these general benefits for all students, Capstone Classical Academy will serve those students who desire a continuation of their charter elementary experience. CCA will also especially seek to serve those highly motivated and/or gifted/talented scholars who desire challenging academics, a HUB application model,

and a social setting that includes many intellectual peers. The third local educational need which the Academy will specially address is internship opportunities for those ready to more fully explore their area of interest.

The Weber School District does not currently have a specific high school or designated Gifted and Talented Program for junior high and high school students. This characteristic alone sets Capstone apart in the Weber District. However, along with empowering these learners, Capstone offers a classical curriculum in a non-traditional setting, which is also not currently available in Weber District. Currently, Venture Academy is the closest charter high school to our considered location, being located at 400 North. However, Venture utilizes a very unique learning model called Expeditionary Learning, and it is much different than the standard high school curriculum, or the proposed Classical Model of Capstone Classical Academy.

In elementary grades, students are served by a variety of programs within individual classrooms or schools. The Advanced Learning Academy located within the Taylor Canyon School (Ogden School District) is one such designated Gifted and Talented program in the area. It includes approximately 60 students in each grade. After elementary school, these academic opportunities are not consistent within the public high schools in the area. The educational need is present as these students move onto middle and high school, and Capstone will serve those needs. Only Fremont High School was included in the 2016 rankings of the US News “Best High Schools” with a bronze ranking, however they do not provide a specific program for advanced learners either. All other Weber Schools were unremarkable. Fremont’s scores for English proficiency were 53% for the school, while the district average is only 33% proficient. Fremont’s math proficiency, while low (24%), exceeded the district average of 20% (USOE Gateway). Students currently being served at Advanced Learning Academy or taking part in a PAL (Program for Accelerated Learners) in elementary school, have few options beyond sixth grade. The addition of charter schools creates benefits for all students in the community. It provides increased school choice and the ability to meet individual student needs; and usually also lowers student/teacher ratios in the area by providing more educational opportunities. In addition to these general benefits for all students, Capstone Classical Academy will serve those students who desire a continuation of their charter elementary experience. CCA will also especially seek to serve those highly motivated and/or gifted/talented scholars who desire challenging academics, a HUB application model, and a social setting that includes many intellectual peers. The third local educational need which the Academy will specially address is internship opportunities for those ready to more fully explore their area of interest.

These students are used to challenging, individualized curriculum with peers who can relate to them both academically and socially. Just as IEP and 504 accommodations for struggling students help ensure an environment appropriate for their success; highly motivated and academically gifted students also need specially prepared academic environments. According to UAGC (2016), 15% of children enrolled in public schools could/should be identified as gifted or high-ability learners. These students need a particular type of environment to achieve their potential, and indeed to avoid dropping out of school since currently at least 1 in 50 do not even complete high school. Capstone Classical Academy will provide both the academic, social and moral



training to continue the successful preparation of these future leaders. The challenging academics, gifted and advanced peers, and emphasis on application of learning will provide the support and success that these future leaders need.

Possible Challenges

Since Capstone is using the traditional classical model and including sixth grade in the middle school years, it will be challenging to fill sixth grade seats when area schools already offer sixth grade. However, the fact that Capstone will offer smaller class sizes with rigorous curriculum will attract a cohort of students and families wanting more depth in their education. By including sixth graders in the middle school we are better able to normalize them for the classical model and the hub environment that they will experience in 7 – 12th grades.

Another challenge that Capstone will face is educating the community on the benefits of a rigorous classical education paired with community involvement. The term “classical education” has been employed as much as “core knowledge” and both have been misinterpreted in the educational scene. True, pure, classical education includes the elements of logic, rhetoric and Latin, as well as Socratic Seminar and Debate. It will be the task of the Board of Directors to communicate that message thoroughly to the community. The Board has a plan to educate the community through small group meetings and various marketing pieces to begin in February 2017.

Meeting the Needs of the Community

In relation to the vision of the school, scholars who are highly motivated greatly benefit from the opportunity to work with like-minded adults who share their passions and interests. Internships and mentorships help foster these relationships and also help young scholars deepen their academic knowledge with real-world work and application. If these students are not challenged and given meaningful work, they may become behavior problems for mentors and instructors (UAGC, 2016). They tend to be social outliers in many situations. Mentors and Instructors at CCA will take part in the summer professional development training presented by the Utah Association for Gifted Children. They will have firsthand training in designing academic curriculum and meeting the social needs of gifted junior high and high school students. Along with the hub model of learning and mastery of the standards, CCA will meet the most pressing needs of the population it desires to serve. For scholars who do not qualify as gifted and talented, but are simply high achievers, the standards at the school will be high enough for them to show growth and flourish.

Families will be attracted to this model due to the unique nature of experiencing the classical curriculum in a cutting edge environment that meets the individual scholar’s needs. Every scholar will have an Ad Vitam designed by the team, which includes the scholar, the guidance department, and the family. Scholars will have opportunities to test out of coursework, and also to prove mastery and move at a pace that is acceptable to their individual plan. Scholars will also have the opportunity to take enrichment courses, and all scholars will participate in a senior capstone project consisting of an internship and a final presentation.



Marketing Plan and Exemplar School

CCA will make efforts to liaison with existing gifted and talented elementary programs which currently include 75 students annually. They will also develop relationships with charter school faculty and parents who wish to continue their charter school experience throughout high school. This group includes approximately another 100 students, half of current wait lists for charters in grades 7 – 12. The capacity of current schools, anticipated population growth, and desires of new residents will provide a significant pool of potential scholars. Capstone Classical Academy will also provide many important academic choices to engage both regular and academically advanced students. They will attract these students to the school through their community internships, performing and competition teams and also through direct advertising in the greater Weber District area.

Families are already eagerly expressing interest in this school will combine successful Finnish educational ideas, explicit teaching and modeling of virtues, and a challenging academic curriculum. Letters of recommendation from those aware of the charter and see its benefit can be found in [Appendix J](#).

A seven question survey was initially distributed on Social Media over a ten day period in the summer of 2016, via Survey Monkey which provided the following results:

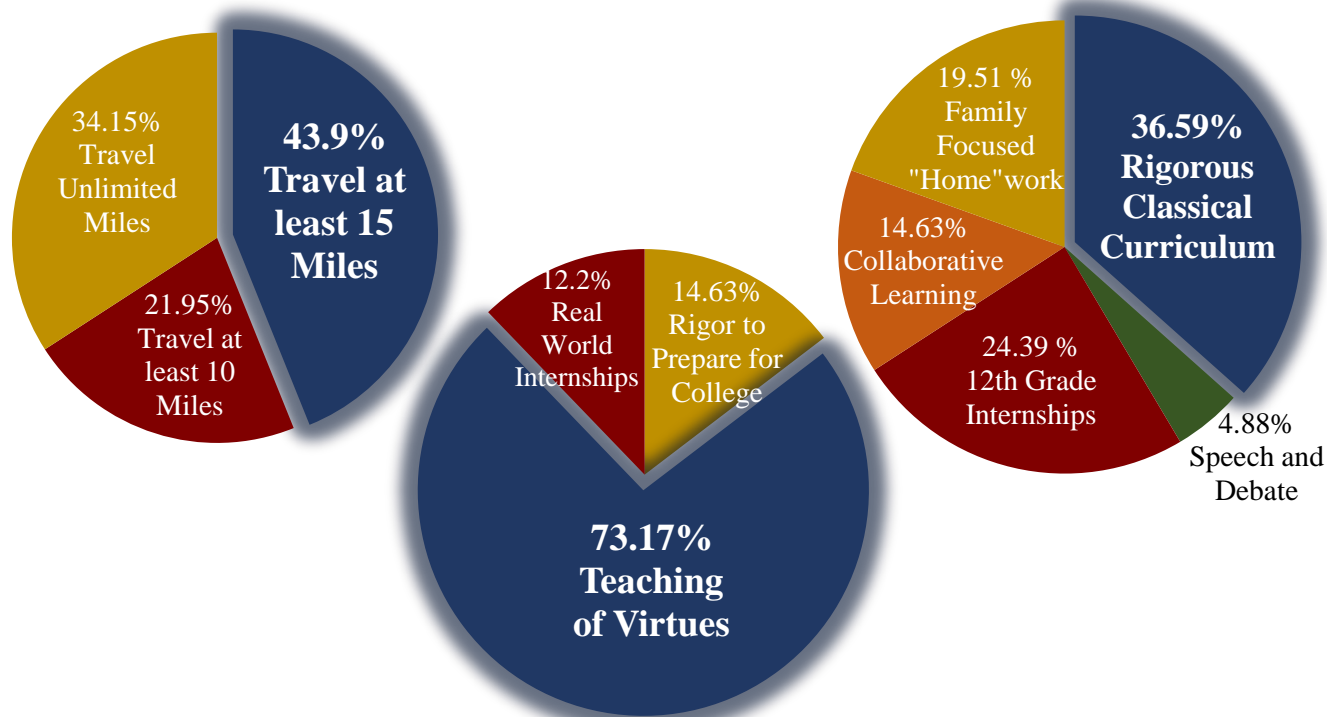


Chart A depicts the participants' answers in relation to how far they would be willing to drive for a charter school of their choice. Chart B reflects what those taking the survey thought were most important in a high school career. Chart C depicts the key elements of CCA and what parents thought was most attractive about the Capstone offering. A unanimous 100% agreed that a classical charter school was needed in Weber District, as well as 100% feeling that their scholars would benefit from a collaborative learning model and classical curriculum. The respondents came from

Layton, Clearfield, Ogden, West Haven, Woods Cross, Plain City, Ogden, Pleasant View, Huntsville, Liberty, Eden, Fruit Heights, Farmington, Riverdale, and Roy. Capstone currently employs a website at www.capstoneclassical.org with a “We’re Interested” tab to allow prospective scholars express their interest in the school. The website is imbedded with MailChimp so visitors to the site receive the monthly newsletters. The “We’re Interested” button has generated 61 pre-registered students and 146 additions to the monthly newsletter. The Capstone Facebook page currently has 128 likes with over 1,600 views.

Besides the marketing via social media, Capstone will incorporate notification to the public via brochures and marketing postcards throughout the area in the following: grocery stores, recreation centers, city buildings, restaurants, gymnastic facilities, dance studios and churches. We will solicit the cooperation of the Weber School District in notifying families throughout the district of this educational opportunity. We will also visit and solicit scholars from area charter schools not offering the grades we serve. We will also visit and market to Advanced Learning Academy and students currently in the PAL program.

The marketing team will generate weekly press releases for four consecutive weeks. The marketing team will also look to public entities, such as utility companies to include notifications with monthly billings. These marketing items will be handled approximately six weeks prior to the open enrollment period and then will be followed with a lottery.

The Administration of the school will be registering to participate in three homeschool conferences: 1/20 at Weber State, Winter Homeschool Conference, 3/10 at the UTCH Conference and 6/16 at the UHEA Conference. We will be sponsoring a table and distributing information as well as having the opportunity to pre-register via the website. The following year these same conferences will be targeted with the opportunity to enroll on the spot.

Overall, we expect that the demographics of the school will reflect those of the larger Weber District area. The NCES website for the 2013 – 2014 indicates that Weber District houses 4,009 IEP students (.13) and .03 ELL students. The website also provides the following:

Student Demographics – Weber School District 2000 Census

Ethnicity	Students in Weber County
White	35,538
African American	356
American Indian/Alaskan	215
Asian	319
Hawaiian/Pacific Islander	72
Two or More Races	1,110
Some other Race	1,108
Total under 18	38,718
(a) Hispanic or Latino	2,727



- (a) Hispanic or Latino – Persons who classified themselves as Hispanic or Latino may be of any race. Thus, the percent Hispanic should not be added to percentages for racial category (NCES, 2014).

Due to the fact that Weber District Schools are overcrowded, and continuing to grow at a rapid rate, meeting the growth needs is distracting from meeting the needs of exceptional students, which generates a loss of social capital. National statistics of highly able students indicate 15% of population crossing all racial and socioeconomic boundaries (NAGC, 2016). This translates to approximately 5800 students K-12, or at least 2500 students in grades 6 – 12, of which CCA will prepare to serve 700 students when at full capacity.

In reference, the Karl J. Maeser Preparatory Academy is located in Lindon, Utah. This school is similar in many respects to the proposed Capstone Classical Academy. It has an enrollment of 638 students, with four administrators and 39 teachers. This school is also based on a Classical education model with an emphasis on Liberal Arts and Communications. Since the Maeser Academy is located in an area with similar demographics, we believe it serves as an example of success and a model for our growth.

Capstone Classical Academy will meet three important needs in the Weber District area. It will provide a new educational choice for junior high and high school students. It will provide needed opportunities (seats) for the growing population in the Weber District area, and it will provide challenging curriculum and continuity for both gifted and charter elementary students who currently do not have a clear choice for continuation of the programs they need at the high school level.

Section Four - Program of Instruction

Curriculum

There is little research to prove that more progressive curriculums have produced scholars who are more able to handle the global economy in which we now live. In a number of articles and research papers Classical Curriculum has proven to support the needs of critical thinking, and foundational learning about our country (Edmondson, 2006). Jeremiah Reedy (2002), Professor of Classics Emeritus at Macalester College explains in depth why the principles of a John Dewey progressive education have failed American students and the current return to classical models. E. D. Hirsh (1996), also reiterates the results of a classical education, verses a progressive orthodoxy.

According to the National Association for Gifted Students (2016), research indicates that scholars need to have a definite course of action in their curriculum, and many opportunities to share their learning, present it to others, apply it, and create new ideas. Additionally, students of high learning capacity need to be motivated and encouraged to pursue more research and application of ideas, in other words they need more opportunities to increase their depths of knowledge. Mastery of the material and deep meaning is what challenges the scholar (NAGC, 2016).

Capstone Classical Academy will be employing commercially available researched curriculum common to public classical schools. Classical curriculum is known to be rigorous in that it demands focus and attention, while critical thinking skills are required to read, decode, and understand deep theory and reasoning. The Core

Knowledge Curriculum will be employed as its curricular foundation through grade eight (Hirsch, 2006). It will be supplemented by Singapore Math, Math in Focus Series Course 1, 2, and 3 as well as Delta Science. In the humanities we will add the Art of Argumentation, Logic I and Logic II. Scholars will also have a course on Chivalry and Prudence, The Bible and Its Influence, along with a release time or Core Virtues class twice a week. Latin will be studied as it is already included in Core Knowledge curriculum. Students in all grades will study the Constitution alongside their history requirements and master a section of it each year. Research indicates that students trained in core knowledge are better able to handle challenging high school work. For various studies (1996-2011) please consult the Core Knowledge website (www.coreknowledge.com).

In high school, Saxon Math, (adjusted to Utah Core Standards) will be used along with ELA curriculum, taught through novel studies (Classics) and the Great Books, Six Traits of Writing, and Communications (Speech and Debate required of all scholars) all aligned to Utah Core Standards. High school students will study Pearson Traditional World History, and United States History, as well as the history of the Bible and how it has influenced western civilization. Harcourt Science will be incorporated in high school as well.

All scholars will be enrolled in either Logic or Rhetoric and Latin (Henle Latin or other) each year. Speech, Debate, and Writing standards will be addressed in each hub and discipline. Music and the Arts will be required through 11th grade. Musical emphasis will include choir, small ensembles, percussion, and a fife and drum corps to support the school's emphasis on the founding of the nation. Art will include drawing, painting, creative arts, and VR Art creation via Google Tilt Brush. The courses presented in hubs for grades 7 – 12 will provide many opportunities for scholars to share their knowledge and demonstrate creativity by writing short stories or creating inventions for the Invention Convention. In grades 11/12 students will apply knowledge through required internships. The individual disciplines in the hubs, combined with collaborative application and internship will round out the curriculum at Capstone. For more information about Latin courses, World Religion courses, Release Time, and Enrichment Courses please see [Appendix H](#).

Even though Capstone Classical Academy will take advantage of some of the best technological advancements, Capstone *will not* employ electronic learning to replace the human connection of teaching. Electronic learning will only be employed as a reinforcement or enrichment tool. At no time will scholars be left to their own to complete coursework via computer without adult interaction. BYU coursework will be incorporated as a tool, with Capstone mentors as liaison between the university and the student. In some cases the BYU coursework will be taught by Capstone Mentors. Integration of classical curriculum in an environment prepared for Socratic seminar will provide the conditions for learning and increasing depth of knowledge. Additional challenge and rigor will be provided by quarterly projects and internships to keep scholars focused and on track toward the goals in their individual Ad Vitam.

Meaningful/Manageable/Measurable Outcomes

In order to provide the best educational experience for our scholars, the outcomes need to be meaningful, manageable, and measurable.

Scholars will develop their own Ad Vitam each year with the counseling department and their parents. It will include the Utah state requirements as well as individual needs. Scholars need to have the opportunity assess and critically analyze their options so that they have mastered this life skill before graduation. Scholars will be responsible to complete the path they have chosen and will gain resiliency by overcoming challenges and still completing their plan. Mentors will guide scholars in their choices and celebrate their accomplishments as they develop their skills and self-confidence.

Management of the desired outcomes for scholars will be the responsibility of the scholars, the parents, and the staff at CCA. The communis Mentor and counseling staff will schedule individual meetings on an as needed and rotating basis with minimum meetings of four times a year. Pairing scholars with individual Mentors for communis time each week and then requiring them to meet with the counseling team will allow for measuring progress through credits earned on the transcript. Scholars and parents will be notified upon course completion and credit earned as well as being able to view a scholar's transcript at any time.

Career Readiness/Career Education/University Coursework

Career exploration will begin in the sixth grade with hearing presentations from various parents and community partners on their particular careers. This will be followed by investigation and research of individual interests. Seventh and eighth grade students will continue the momentum with CTE courses based on career exploration and more personal research on particular areas of interest. Throughout ninth and tenth grades, scholars will be focusing on a specific skill or degree to pursue so that they can create their Capstone Experience in eleventh grade to be executed in their senior year. The Capstone Experience will require a semester internship with a local organization equivalent to four hours per day. CCA has already started community relationships with a number of organizations willing to host students for an internship. Possible hosts include:

- | | |
|--|-----------------------------|
| <u>Lockheed-Martin</u> | Smith's Marketplace |
| Cornerstone Financial & Associates | Hill Air Force Base |
| Lowe Law Group | Salt Lake City Capitol Hill |
| Adams and Petersen, CPAs | Alpine Church |
| Feller and Wendt LLC | Washington Heights Church |
| Pregnancy Care Center of Ogden | Utah Artist Hands |
| Plain City Town Office | Kamm Solutions |

Scholars will have the opportunity to challenge courses based on a rigorous rubric to prove mastery. Advanced students will have opportunities to complete high school credits and earn college credit through both concurrent courses offered by BYU and CLEP coursework. Depending on the scholar's future choice, the guidance department will guide them through the appropriate concurrent college or CLEP processes.

The Board has opted to partner with BYU for our university courses due to the fact that they offer a number of courses that CCA may not have available. CCA would like to take advantage of the some of the courses offered in a blended format for high school, as well as using online courses for credit recovery, if needed. BYU already has

independent study courses in place that our scholars will be able to execute on an individual basis. Mentors will also supervise appropriate progress and interview students to assess learning. CCA anticipates that very few of our first year scholars will be needing extra courses, but as the school grows, there will be many who will want to employ BYU coursework. CCA sees this partnership as a way to extend our excellent education in the CCA building beyond our available resources. Mentors will be certified through the BYU Independent Study Approved Proctor training program and be able to proctor assessments.

To further encourage college and careers, Friday will be college day at CCA and scholars will be allowed to wear t-shirts from the college or university of their choice. Throughout the school there will be areas of college emphasis displaying banners and pennants from the schools attended by mentors, instructors, and staff of the school. University courses will be offered to those that are on the university track and are ready to begin university coursework. They will need a recommendation from both a mentor in the school and an administrator. Scholars will absorb only half the cost of the coursework if they pass with a B or higher. A Letter of Intent from BYU can be found in [Appendix I](#).

Method of Instruction

The method of instruction at Capstone will be a blend of direct, dialogic, indirect and interactive teaching employing Socratic techniques for deep thinking and discussion. Interactive instruction where scholars work with mentors, instructors, and small groups will encourage the personal growth mindset, an essential element for gifted and talented learners (NAGC, 2016). All special populations will be addressed and accommodated. This includes IEP scholars, 504 scholars, and EL scholars (WIDA tested each year). With a combination of small group direct instruction and interactive project application allowing scholars to apply their learning; the mentors, instructors, and scholars will reject status quo content and focus on a transformation of themselves and their world.

Teaching methods are the complement of content, just as instruction is the complement of curriculum. Content will be organized into unit studies to create an interdisciplinary environment for scholars, and will be taught using the various methods stated above. Each core unit will consist of increments of direct instruction time where 10 to 18 scholars work with a mentor to master a skill or concept within a specified timeframe. Once that scholar has proven mastery through a formative assessment (exit ticket) the mentor will record it immediately in Socrative (Mastery Connect) or PIV (Pinnacle Internet Viewer), Active Grade, or other mastery tracking tool, to document immediate progress for the scholar. Scholars who have mastered the formative work will move on to another section of the hub, where they will expand on other core concepts, or to work on practical application which reinforces their new knowledge.

After the scholar has moved throughout the entire hub, they will return to the center where they will have creative license to work on choice projects demanding extension of the concepts or enjoy scholé reading time in novels or biographies directly aligned with the skills and concepts in that particular hub. Students taking blended coursework will also be positioned in the center of the hub. Collaborative group work, direct instruction, indirect concrete manipulation, and group collaboration are all crucial



elements for every hub and unit study to include. Mentors will have guidelines, Utah Core Standards (loaded into Socrative), curriculum maps, unit studies, and texts to help them tie all of the work together so scholars have a core of knowledge to connect their learning to the real world. Mentors will be trained in unit study writing and guided on how to use Bloom's Taxonomy to build deep learning in tasks linked to the standards. They will have training over the summer to determine their emphasis for each quarter and all hubs will prepare curriculum maps for parents and scholars to follow.

Partnering an instructor with every mentor will allow for differentiation while not holding back scholars who are able to quickly digest the knowledge and apply it. The average scholar will work through the sections of the hub and have time to apply knowledge at the center of the hub, read to build literacy, or engage in online coursework from BYU. The advanced scholars will work on proving mastery to challenge credits. Those who have not yet mastered the current content will continue working until mastery develops (Dweck, 2014). The availability of credit and noncredit coursework from BYU will support each scholar as they move forward in their own Ad Vitam. Courses such as Study Skills, Self-Discipline, Basic math, and English courses will support the vision of CCA for each scholar's success.

Scholars with IEP or 504 will work directly with SPED professionals for their modifications and accommodations within the hub. The goal is to have one SPED teacher (Learning Specialists) located in each hub to provide for inclusion and access to the content while following the individual IEP or 504. The SPED director and IEP team will determine modification and accommodations for Learning Specialists (SPED teachers) to carry out within the hub. Students on IEP or 504 will be included in groupings for collaborative projects with their peers. This inclusion model works well if SPED minutes can be delivered in a small group pull out in the hub, and then students come together to share their knowledge and create.

Technology and Instruction

Capstone's Board of Directors understands the need for scholars and mentors to have access to technology to meet individual needs. Sixth grade students will use a mobile laptop lab. Scholars in grades 7 – 12 will be allowed to use their own laptop devices when needed. The school will incorporate as many laptop carts as the budget will support as well as having a bank of desktop machines available in each hub to support scholars in project work.

Self-contained classrooms and hub meeting rooms will be equipped with projectors and mentors will be issued laptops. Plug and play compatibility is the goal as mentors will find themselves in different environments within the school during the school day.

Scholars will use laptop computers for testing, exit tickets (if available), project work, and enrichment and reinforcement applications. Scholars with disabilities will have access to technology as their IEP or 504 dictates. Scholars taking BYU university courses will meet together in groups and experience interactive real time courses. They will be provided a space with a screen and microphones to interact with their professor. Scholars will also be able to view their current transcript status using a school computer. Ideally, there will also be three kiosks available near the information desk to assist parents in viewing a scholar's records or answering questions.

There are various software programs available that will serve these purposes. Examples are: EverFi, Khan Academy, Shmoop, IXL, etc. By the time the school is up and running there will be an even wider array of choices for the educational needs of scholars. Teachers will implement software programs such as Mastery Connect, possibly Canvas, and use web portals such as SIS on a daily basis.

CCA will begin implementation with a contracted Instructional Technology Specialist (see staffing section).

Assessments and courses delivered via technology will have the required number of licensed proctors available during instruction and testing. Appropriate protocols will be followed for all College Board exams, ASVAB, and State exams. To ensure authenticity, scholars will work on courses during the school day, in the hubs, where mentors and instructors are present. Mentors will act as liaisons to ensure scholars are meeting required expectations by BYU or any other enrichment coursework, and verifying or delivering testing. The Mentor will be in control of the coursework a scholar is taking, as well as the evaluations.

All computer delivered instruction and/or testing will be evaluated based on the performance of the scholars and the return on investment. The administrative staff and mentors will determine effectiveness based on student growth. Surveys of parents and scholars will also give information to evaluate effectiveness and efficiency of the technology.

Benefits of incorporating Classical Education within a Finnish Model

The founder of Capstone Classical Academy spent a significant portion of her doctoral cohort hours in Finland experiencing firsthand the environments that were turning out scholarly students who easily transition into college and work environments. Although there are many elements that make up the Finnish model, Capstone has elected to implement those that will help ensure positive outcomes for our American scholars, as well as make us unique throughout Utah.

CCA will employ four major elements of the Finnish Model: Teacher autonomy and authority, the hub environment, a matriculation exam, and mastery. All of these elements have proven profitable for the Finnish population and most transferable to an American charter school. The curriculum that will be effective in the environment will be the Core Knowledge curriculum through grade eight, and then continued research-based classical curriculum through grade 12. What makes Capstone Classical Academy unique is that we are merging a first class cutting edge environment with classical thick and rich curriculum. There are no schools in the state of Utah utilizing these elements in the same building.

Developing a culture that based on respect for mentors and instructors will be a high priority for both the Board of Directors and administration at the school. Mentors will be addressed properly and with respect by scholars and their parents, and granted authority as is appropriate for their positions throughout the school. Finnish schools are known for their profound respect for teachers as trusted professionals who are granted the freedom to be innovative in the classroom. Autonomy will be preserved as they seek out best practices for mastery of the standards using the curriculum at hand. As mentors and instructors working collaboratively in a hub, they will have the opportunity

to design learning experiences that will incorporate their knowledge, passions, and educational expertise.

The hub environment will provide scholars the space to learn individually with pull out rooms for direct instruction while also providing collaboration spaces in the center of the hub for project work and Socratic seminars, a much more comfortable learning space than the traditional classroom with desks in rows.

A matriculation exam is given in Finland when students are 15 which determines their path to either career school or university. At Capstone scholars will take a combination of the ASVAB and ACT to be used as a guide in determining their Ad Vitam for the 11th and 12th grade years. As in Finland, students who pass the exam with competencies suggesting college will also have the opportunity to pursue a career certification if their schedules can accommodate the work.

Finland incorporates a mastery model that assigns number equivalents for tasks required to prove mastery. Mastery Connect software also has a calculation table that will determine numerical equivalents for mastery levels predetermined by mentors. As coursework is assigned in Mastery Connect (or other software), it will be attached to a standard and then given a numerical value. Mastery models allow for students to work at differing paces while completing all of the work for a particular course.

The hub system of learning refers to one very large room with smaller breakout rooms in each corner for direct instruction for the disciplines. In the center of the hub is the collaboration space and along each wing will be desktop computers. Four hubs will make up the Junior High and High School, as well as a music studio, and an art studio.

The school will consist of four hub areas, STEM, Humanities, Life Skills, and Citizenry. Each area will focus on the following:

- STEM: Science, Technology, Engineering, Math, CTE
- Humanities: English, Latin, History, Communications Logic/ Rhetoric/Debate.
- Life Skills: Semester electives/PE/ Financial Literacy /Health/Chivalry and Prudence
- Citizenry: Government, Geography, Political Science, Biblical History and Literature, Citizenship and the Constitution.

Graduation Requirements – In addition to Utah State Requirements:

- Math – 4th Year
- Latin I and II
- Biblical History and/or Literature I and II
- Logic I and II
- Rhetoric I and II
- Internship Development and Execution
 - Character Development (if not in release time) – 4 years
 - Music/Art – 1 extra year

Scholars will be required to take coursework based on the following table:

HUB	Grade	State Required	School Required	Enrichment/Career courses
STEM	7	Mathematics Science		Engineering Computer Science
	8	Mathematics Science		Engineering Computer Science
	9	Mathematics Science		Engineering Computer Science
	10	Mathematics Science		Engineering Computer Science
	11	Mathematics Science		Engineering Computer Science
	12		Mathematics	
Humanities	7	Language Arts Utah Studies/CKS	Latin Chivalry and Prudence Biblical History I	Speech and Debate Novel/book writing
	8	Language Arts U.S. History/CKS	Latin Logic I Biblical History II	Speech and Debate Novel/book writing
	9	Language Arts Geography	Latin Logic II Biblical Literature I	Speech and Debate Novel/Book writing Mock Trial/Congress
	10	Language Arts World History	Latin Rhetoric I Biblical Literature II	Speech and Debate Novel/book writing
	11	Language Arts U.S. History	Latin Rhetoric II Internship Development	Mock Trial/Congress Speech and Debate
	12	Language Arts Government	Latin Internship Execution	Mock Trial/Congress
Life Skills	7	Physical Education	Release Time/Character Development	Fencing/Cross Country
	8	Physical College and Career	Release Time/Character Development	Fencing/Cross Country



	Education	Time/Character Development Release	
	Health	Time/Character Development	
	Digital Literacy	Release Time/Character Development Release	
9	Physical Education	Time/Character Development	Fencing/Cross Country
	College and Career	Release Time/Character Development Release	
10	Physical Education	Time/Character Development	Fencing/Cross Country
	Digital Literacy	Release Time/Character Development Release	
11	Physical Education Financial Literacy	Time/Character Development	
		Release Time/Character Development	
12			
The Arts	7	Music/Visual Art/Dance/Theater	Photography/Calligraphy/Ensemble
	8	Music/Visual Art/Dance/Theater	Choir/Dance/Theater Production
	9	Music/Visual Art/Dance/Theater	All Grades
	10	Music/Visual Art/Dance/Theater	
	11	Music/Visual Art/Dance/Theater	
	12	Music/Visual Art/Dance/Theater	

The day will run 8:30 – 3:30 with an early out on Friday at noon. Sixth grade scholars will remain self-contained. Sixth Graders will take the full Core Knowledge Curriculum with one “special” a day; PE, Music, Art, Library/Research. Friday will be an early out for Sixth Grade also, and on Fridays they will work on culminating projects and review their reflective journaling. Junior high scholars will move within groups throughout the day similar to the high school scholars moving throughout hubs. Scholars will rotate through each of the four hubs for an average time of 1.5 to 2 hours per hubs for a total of 6 contact hours per day. They will then have .5 hour lunch and .5 hour release time to round out a full day. Fridays for Jr. and High School scholars will



consist of an hour of communis time and then 40 minute Socratic Seminar in each hub before release.

Completion of Credit/Promotion

Sixth grade scholars will be taught in a self-contained environment. They will be promoted to the next grade if their literacy and mathematical scores fall within the proficient range. Scholars will be offered various supports if they are not yet proficient, such as a high risk skills team to focus on becoming proficient. However, if scholars are struggling at the end of the third quarter there will be a meeting of the Promotion/Retention Team to determine next steps. In most cases scholars (to include IEP and 504 scholars) can make great strides forward at this level if they are given another year in the grade. The Promotion/Retention team will make final recommendations to the administration for each student. Sixth grade scholars will be graded on school-wide academic, civic, and social expectations for learning aligned to the virtues taught and will receive quarterly reports.

Grading and grade promotion will be based on the mastery concept of Dweck's "not yet" where scholars are graded on tasks within specific areas of a hub. If a scholar has not yet mastered the material, he or she will have other options to revisit that work in the hub with an instructor with basic proficiency being the goal. Collaborative work will be graded by the grouping of mentors and instructors in each hub. Exit tickets, projects, and quizzes will allow the scholar to demonstrate proficiency levels through formative and summative assessment based on the following system:

- Exemplary
- Proficient
- Basic Proficiency
- Insufficient Work Shown
- Not Yet Competent

Scholars taking courses identified as material for grades 7 – 12 that have not yet mastered material or are falling behind will be required to revisit the material within the hub with another instructor. If the scholar is still struggling, there will be opportunities for afterschool tutoring at the discretion of the mentors and instructors. If the scholar is not progressing through the coursework there will be a meeting with the mentor, counseling department, and parents. Scholars will not be allowed to complete Northridge or other packets in order to earn credit, however there will be mentor defined tasks that can be completed to prove mastery. Scholars will be required to stay on track for graduation, therefore if they do not progress through a course they will retake the same level course the next term and will have to catch up during evenings or summer. If they cannot prove mastery, as a last resort, scholars will need to work through other options including online courses at their expense, with their mentor, in order to earn credit. If scholars end the year without earning their credit they will be required to take summer school at their expense. Of course, IEP and 504 students will be evaluated for credit as their team deems appropriate.

Seventh through twelfth grades will have a cumulative transcript including social expectations. Each scholar's final transcript will be available to employers and colleges. Transcripts are also used as eligibility criteria for various awards, honors, and privileges at the school. The purpose of a comprehensive final transcript is to record for scholars



and parents a) competency in a course, b) overall grade average and c) civic and social engagement. All three together create a more complete assessment of a scholar's achievement, competency and college/career readiness than only academic goals. Evaluating scholars in all three areas aligns to the vision and mission of the school in that a well-rounded scholar is better prepared for the 21st century as both a citizen and a worker.

There will be a numerical equivalent for each level of proficiency based on a 4.0 score that will be easily transferrable to GPA. The following is a snapshot:

Level	Final Grade	GPA
Exemplary	90-100	3.500-4.00
Proficient	80-89	3.000-3.45
Basic Proficiency	70-79	2.500-2.95
Insufficient Work	65-69	2.250-2.45
Not Yet Competent	Below 65	0.000-2.20

Incoming Scholars

Scholars enrolling at CCA after the first operational year, or transferring to CCA will be evaluated for placement via NWEA, CoGat, and NNAT. Once evaluated their grade level credits will be added to the scholar's transcript according to their placement test results. Further coursework will be defined in the scholar's Ad Vitam. Incoming students who are credit deficient will be required to do one of the following: take extra coursework at school, employ the BYU credit recovery courses, or demonstrate mastery of the coursework in order to get on track for graduation. Incoming scholars from homeschool environments will be evaluated for credit based on both their portfolio work and their placement tests.

Cooperative Learning Opportunities/Communications

One of the most significant elements of the Finnish model that CCA will incorporate is the hub learning environment. In this environment scholars are taught via direct instruction in small groups and then work together in collaborative groups to apply their learning via assignments and projects. Examples would include group creative work reflecting a completed unit, debate sessions, and Socratic seminars. CCA will also incorporate an internship into the twelfth grade year which involves the scholar in the community to complete tasks at a specific non-profit. This learning opportunity provides the scholar with real world experiences that complement material learned inside the school walls.

Meetings with parents to develop the Ad Vitam with the counseling team will be required once a year and parents will also be invited for the quarterly review for each scholar.

Field trips that are appropriately bound to the vision and mission of the school will be considered, with a maximum of four per year. For example, the sixth grade scholars may take in the play, "A Christmas Carol", in Ogden each year as it is aligned to the novel they read between Thanksgiving and Christmas. They may also take part in USU Physics Day at Lagoon since they study Newton's Laws in sixth grade. Each field trip proposed by staff will have to be aligned to the curriculum and vision of the school.



Parents will be present at Ad Vitam meetings for scholars in grades 7 – 12 and will be present at Parent Conferences for 6th grade scholars. CCA plans on incorporating a number of opportunities for parents to engage with their scholars, including a “Bring Your Parent to School” day once a year. Parents will also be welcomed to attend presentations and will be encouraged to share their knowledge and experience through group presentations and internships.

Capstone’s main communication tool will be the interactive website. Parents will have the ability to check on a scholar’s progress at any time. The Promethean (Newsletter) will be published each month by the Director. It will be available via the website and via email. Remind software will be used to communicate through text messaging, as well as automated calling/text notifications for emergency situations or reminders. Social media is currently being employed for the Capstone Facebook Page. Other social media outlets will be explored as needed or as requested by parents.

Clubs/After School Activities

Due to the nature of family centered schooling, there will be very few after school activities offered at CCA. The library of the school will be open for scholars to study for one additional hour Monday – Thursday. It is expected that scholars will complete their work in their hubs and not need to be working extra-long hours after school. The primary emphasis of Capstone Classical Academy is the sound education of reading, writing, arithmetic and solid critical analysis skills in the sciences.

Section Five – Governance

History

Four years ago a number of parents got together requesting that Good Foundations Academy expand their educational program to include grades 7 and 8 due to the fact that the Core Knowledge curriculum served students through grade 8, and the school had been successful with grades K – 6. Students that were getting a rigorous education at GFA were leaving the school and not finding the same level of rigor and expectations at their new schools. Few schools were available at the time that were teaching pure Core Knowledge, and the students felt the difference.

The parents approached the Board asking if they could look into expanding. After much deliberation on finding space, etc. the Board agreed to write an amendment to be put before the state charter board for expansion. Ms. Downs and Mrs. Goers presented the amendment and it was passed, granting GFA seats for grades seven and eight. Upon presenting the passage to the GFA Board, it was decided not to move ahead with the added seats due to a lack of funding for the two new grades.

In 2015, Mrs. Goers and a group of interested GFA parents began writing a charter for grades 7 through 12 that would complement and extend the rigorous elementary training provided by Good Foundations Academy. In 2016, a new set of interested parents joined the discussion and the plans and ideas expanded into the current proposal for a 6 through 12 classical education school to meet the needs of many students and parents who want more from their education.



The current Founding Board consists of a Lawyer, and Investment Advisor Representative, a CPA, and a Paralegal, and an educator in the five voting positions, two of which are prospective parents of scholars. Two experienced educators also join the Founding Board in advisory but not voting capacity.

Board Governance and Administration

CCA already has a clear line of delineation between governance and administration as suggested at the Everlasting Board Culture meetings that were offered through UAPCS last year. We have also attended both the Utah Charter Conference and the National Charter Conference in Nashville, TN. The beginning Governing Board will include most of the Founding Board members. Any vacancies will be filled with new members as the Board will nominate and elect from those within the interested body of the school to fill the positions. The Governing Board will continue to ensure a balance in parental, business, and educational experience within its members. Governing Board members will continue to attend board training as offered through the Utah Association of Public Charter Schools, the Utah Board of Education, and the National Charter School Conferences.

The Governing Board will focus on the charter contract to be assured that CCA is meeting its obligations for the state and accreditation the first year. Administration will develop and deliver the curriculum and support on a daily basis as well as manage the day-to-day issues with the school. The Governing Board will govern and plan, while the administration carries out the mission and vision. Members of the Board of Directors will submit background checks upon school approval. Current voting members of the Board are:

Christopher Gurnee – Chair
Aaron Stringer – Vice-Chair
Brittni Donnelson – Secretary
Patrick Munson – Treasurer
Tammi Ross – Educator

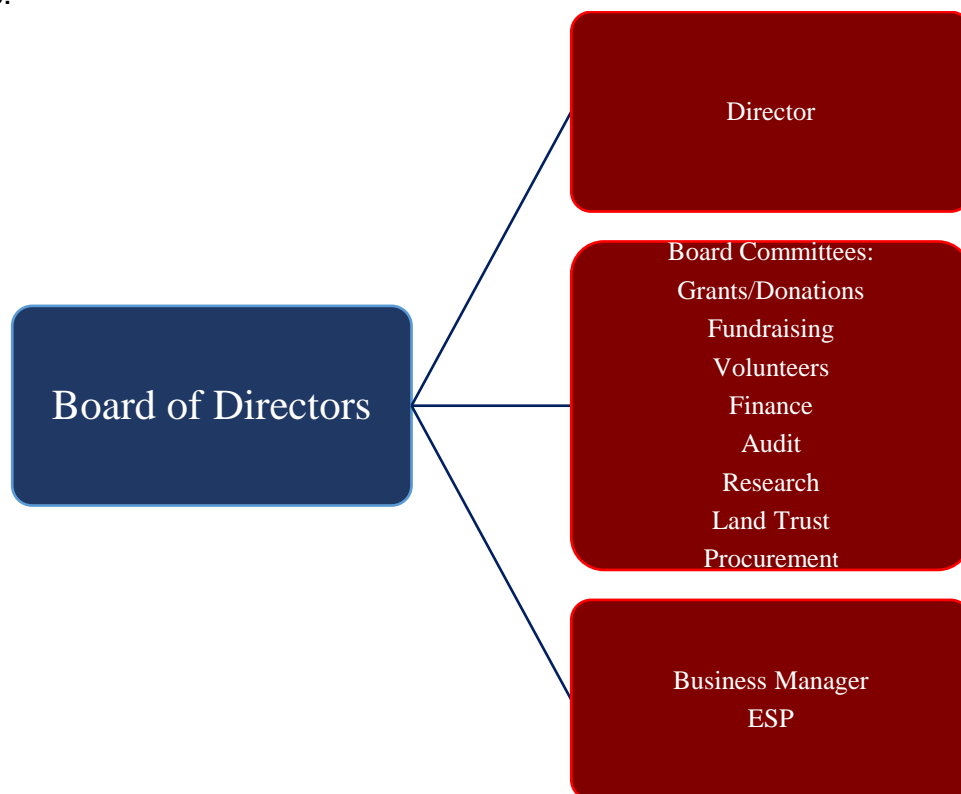
Capstone Classical Academy Bylaws are found in [Appendix D](#) to include definitions and terms of service.

The Governing Board will attend to the primary functions of:

- Meeting Monthly to conduct business and assess school's progress on a matrix to be scored quarterly.
- Ensuring that the activities of the school align with its mission and vision.
- Creating a strategic plan for the school.
- Ensuring compliance with all relevant state and federal regulations.
- Enacting and exercising oversight over the budget to ensure the responsible management of public funds.
- Overseeing fundraising and marketing activities of the school.
- Being responsible public servants who represent the school and community well.
- Creating policies to guide the practices and procedures followed at the school.
- Hiring and overseeing of the School Director.

Capstone Classical Academy, Inc. is a domestic non-profit organization with an entity number of: 9687061-0140 and an employer ID number of: 47-559744. Background Sheets, Articles of Incorporation and Bylaws are found in Appendices [B](#), [C](#) and [D](#).

The following organizational chart depicts the the responsibilities of the Board of Directors:



As is depicted in this chart, the Board of Directors understands their role and responsibility to the school to attend to the governing of the organization while the Director maintains the daily management. The Director will be accountable to the Board for the management and outcomes of the school. The Board will review the Director on a yearly basis. The Board will also manage the relationship with the ESPs and organize committees to execute procurement and negotiate contracts, organize fundraising efforts, the family/mentor organization (PTO) and prepare each year for the audits. Under the volunteer committee, the Board will reach out and create relationships with area non-profit organizations so that scholars will have internship opportunities that span a broad range. The Land Trust Committee will contain the required proportion of 2 parents for every non parent sitting on the committee. They will evaluate the needs of the organization with the Director and submit to the Board and Authorizer their recommendations and plan of where to direct funding from the Land Trust each year. They will also take part in the yearly training required by the state along with the Board. With the diversity of the Board members, an attorney, financial planner, CPA, paralegal and educator, CCA has established a firm foundation on which to divide up committees and responsibilities. As parents join the school family we are sure that there will be a

number that will want to work on committees headed by board members and we are looking forward to those relationships.

To monitor the culture of the school and oversee the successful implementation of the program, each month a specific board member will visit the school while in session and document items that he or she sees that are positive, may need improvement, and need change. That information will be shared with the director and other administrators and then, if need be, addressed at the monthly meetings. Any other board members, especially those that are parents and at the school often, will note what they see working well, and where they may see room for improvement in the program so that those discussions can take place with the administration.

Through various trainings that the Board has already participated in, all members are aware of their responsibilities for individual positions, and for the welfare of the school as a whole. Policies are currently being drafted by the Board to be able to present to families in the Family Handbook when informational meetings begin in the spring.

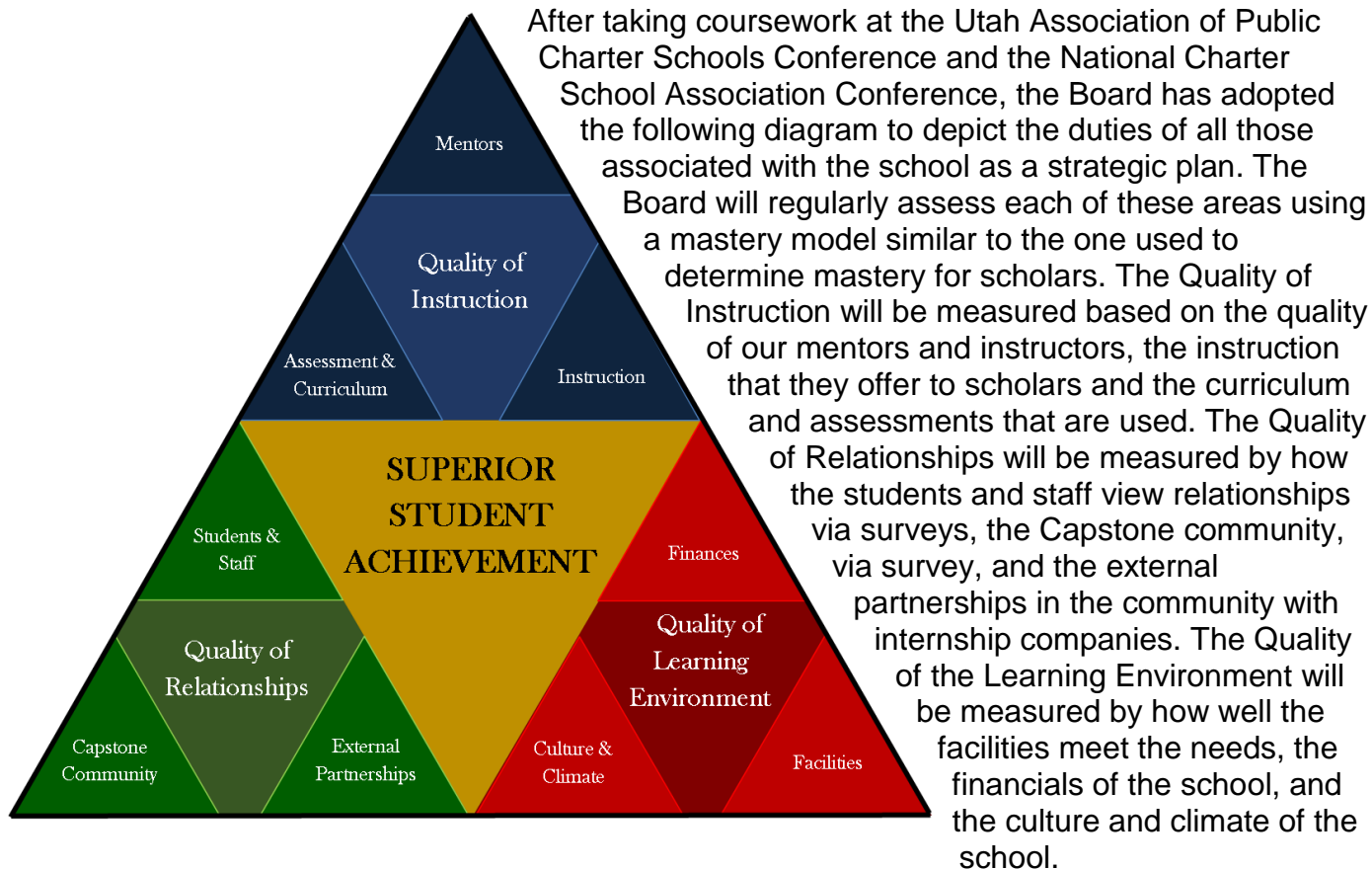
The makeup of the founding Board of Directors includes parents of students currently in the Weber District, and businesses located within Weber and Ogden Districts. All live within the Weber boundary and are familiar with the area schools and families within the district. Once the Board transitions to a Governing Board, one or two of the members may step out of their positions to work as grant writers for the school, but as of yet that has not been thoroughly determined.

Ongoing Development of Governing Board

The CCA Board has developed the following guidelines in order to assure development and training of the Board and new members:

1. Board members will participate in the Everlasting Board Culture Training, as well as other offered trainings by the State and UAPCS.
2. Background checks will be submitted February, 2017 and then for following new members while they visit the Board for their three month introductory period.
3. Complete and submit the charter application to USOE and Weber District, November, 2017.
4. Board training and reading between meetings – first book to study – The Seven Outs by Brian Carpenter, PhD. Chapters will be read and members will alternate leading the discussion of each chapter each month.
5. Strategic Plan Committee will be formed with the goal of having a strategic plan in place by fall 2016.
6. Creation or adaptation of the Board Calendar provided at the Everlasting Board Culture meetings (Charter Solutions)
7. Application submissions for startup funding
8. Develop the School Land Trust committee with parents, Director, and Board members according to the given 2:1 ratio.

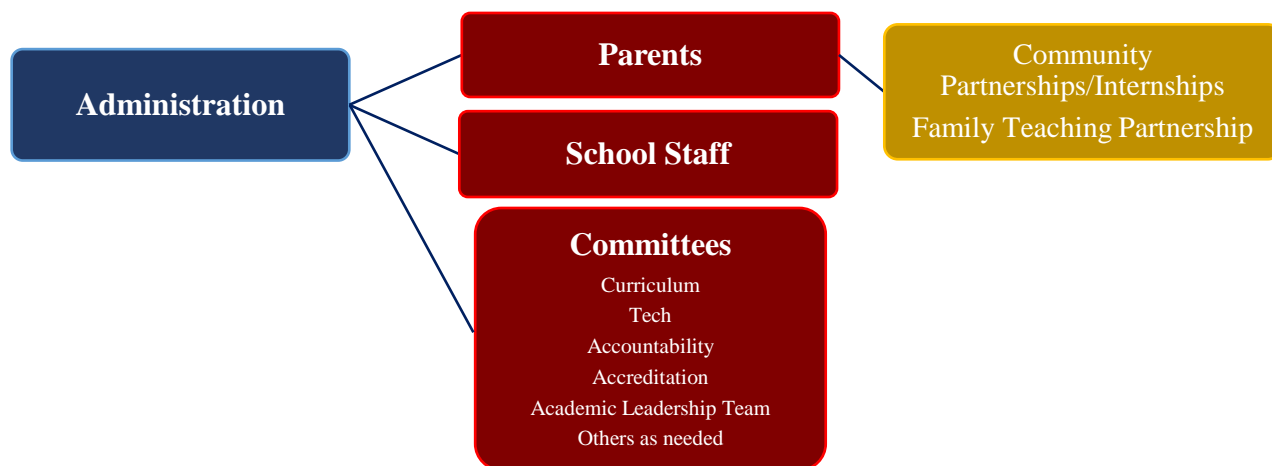
9. CCA Board Member Binders will be kept up to date and supplied to new members.



The evaluation will take place using a tool that allows Board members to grade on a mastery model, much like Mastery Connect for scholars, so that each area depicted above will receive a green, yellow, or red indicator as to performance.

Section Six – Staffing

Organizational Structure of Capstone Classical Academy:



CCA believes that collaboration creates opportunities for scholars, educators, and community members to build a better community. The Liberal Arts Classical Curriculum focus that CCA has created supports all faculty and staff to be treated as professional members of our school and community. Every mentor/instructor/parent/scholar and staff member holds a position of importance and respect in the overall learning model.

As detailed in Section 5, CCA is governed by a Governing Board that is responsible for the overall policy, direction and compliance of the school according to Utah law. The Governing Board will hire a Director that will oversee the day-to-day operations of the school. The required School Closure Plan is included in [Appendix G](#).

The following positions will be merged for at minimum the first operational year. Once the school reaches capacity administrative roles will be divided. The Board anticipates two administrators for the first operational year covering a number of responsibilities. Alongside the administrators will be two office staff, and a contracted tech specialist, Sped Coordinator and management firm.

Administrative Roles and Responsibilities

Director: The Director, as the day-to-day leader of the school, must be capable of embodying the school's vision, mission and goals and translating them into effective policies and procedures. The Director is responsible for instruction and curriculum, personnel decisions, hiring, budgetary and legal compliance.

The Director's Job Description is as follows:

- Work with the Governing Board to ensure that all activities at CCA are aligned with the mission and goals
- Oversee the development and implementation of curriculum and assessments
- Hire, supervise, and evaluate CCA employees
- Meet regularly with Faculty and Staff

- Meet with parents of CCA students, students and community leaders to advance the school's goals
- Oversee student enrollment process and development of class schedules
- Periodically teach students
- Work with the Business Administrator and the Governing Board to adhere to budget guidelines and administer budget
- Work with the Director of Curriculum and Instruction to oversee Mentor training, evaluation, and performance (Director will assume position until needed)
- Work with the Assessment Director to maintain and report assessment data
- Ensure compliance with all relevant State and Federal Regulations
- Supervise facility maintenance and improvements
- Ensure Office manager coordinates fire and other drills and implementation of emergency procedures
- Supervise all school-sanctioned fund-raising activities
- Serve as a non-voting member of Governing Board
- Regularly attend trainings provided by the USOE
- Represent CCA within the community and
- Perform all other duties customary with the position

The Governing Board will seek to hire a Director with the skills and abilities necessary to ensure the full success of CCA.

The Director will report regularly to the Governing Board regarding the progress and status of CCA, along with the Director of Counseling/Assessment and the Director of Special Education.

In particular, the Governing Board will seek a Director who:

- Holds an advanced degree (Master's or higher) in a relevant field of study (Education, Administration, Management, etc.) and has relevant experience in management and education;
- Is committed to the mission, vision, and goals of CCA;
- Has a demonstrated commitment to Liberal Arts education, field-based internships, project-based mastery, place-based education, and strong in communications disciplines;
- Has a working knowledge of the relevant State and Federal regulations that will affect CCA;
- Demonstrates sound judgment and decision-making skills;
- Possess excellent communication and relationship building skills;
- Is responsive to various stakeholders, such as State Charter School Board, faculty, staff, parents and students;
- Has a knowledge of Utah Core Standards, required assessments and relevant pedagogical methods;
- Is organized, efficient and hard-working; and
- Is capable of effectively hiring, managing, supervising and mentoring other staff.



When the school is at capacity, the position of Director of Curriculum and Instruction will be divided off from the Director in order to focus on Mentor development, mentoring, and full implementation of curriculum and development. This position will be hired by the Director to provide instructional leadership to Mentors and families by hosting and running Family Academy Nights where parents can see and experience the curriculum.

Director of Curriculum and Instruction: The Director of Curriculum and Instruction will work with the Director to ensure the quality of instruction at CCA. This experienced teacher serves as a curriculum specialist to mentor and assist newer Mentors in using methods described in The Program of Instruction.

Specifically, the Director of Curriculum and Instruction will:

- Mentor teachers on the implementation of Core Knowledge/Classical curriculum and classroom management;
- Facilitate training and development opportunities for hub Mentors;
- Meet weekly with teachers in team settings;
- Mentor and work with students;
- Work with Mentors on the implementation of the Utah Core Standards;
- Assist, as needed, in the management program for classroom activities;
- Procure and facilitate the development of new curriculum and materials;
- Ensure the school's curriculum aligns with Utah Core Standards and CCA goals; and
- Instruct students during class periods, as needed.

The Director of Curriculum and Instruction will be hired by the Director to provide instructional leadership and oversee the development and implementation of the curriculum, the training, development and mentoring of hub Mentors and student support services. Because Mentor training is the key to effective implementation of Core Knowledge and Classical Curriculum, an experienced teacher/mentor will be sought for this position. The Director of Curriculum and Instruction facilitates and supports Professional Learning Committees throughout the school.

The Director of Curriculum and Instruction will:

- Have experience in the administration, interpretation and development of formative and summative assessments;
- Be skilled in building relationships with and supporting hub mentors, students and other members of the school community;
- Have experience in mentoring and/or evaluating teaching staff;
- Be experienced in the classical teaching model, as well as having taught Communications, Speech and Debate, Legislative Internship programs, and Logic/Rhetoric, or be familiar with the coursework required for such classes.
- Communicate effectively, both orally and in writing; and
- Be capable of identifying individual student needs, conducting student studies, and addressing student concerns.

Director of Assessment/Student Growth Director: The Student Growth Director will work with the Director, the Director of Curriculum and Instruction and classroom Mentors to assist in the use of and administration of assessments at CCA.

Specifically, the Student Growth Director will:

- Oversee the administration of and effective use of formative and summative assessments;
- Provide training to Mentors on the use and development of appropriate assessments;
- Help monitor, interpret, report and submit assessment data;
- Provide technical assistance in the use of assessment tools;
- Regularly attend trainings provided by the USOE; and
- Evaluate the fidelity of assessment tools being used at CCA.

The Director will hire the Student Growth Director to work with the Director of Curriculum and Instruction to oversee the use of and development of formative and summative assessments at CCA, including all state mandated assessments, and the PSAT, ASVAB, and ACT.

In particular, the Student Growth Director should:

- Have an advanced degree in a relevant field of study (e.g., Education);
- Have experience working with other teachers and students;
- Have a working knowledge of the effective development of and administration of both formative and summative assessments; also how it relates to project-based and place-based curriculum;
- Generate a scale of grade level growth toward proficiency; Calendar of assessment dates for all grades;
- Have experience in analyzing assessment data and utilizing it in the formation of an Ad Vitam;
- Know how to maintain and report the relevant assessment data;
- Be able to mentor and assist teachers in the use of assessment and
- Have technical knowledge sufficient to manage the requirements of administering and tracking all assessment at CCA.

Director of Counseling Services: The Director of Counseling Services will oversee those working in the academic counseling department while also maintaining an academic counseling position. Upon opening, CCA will be equipped with a Director of Counseling Services and at least one other Academic Counselor. As the school grows, others will be added as needed.

The Director of Counseling Services will:

- Have an advanced degree in counseling;
- Have experience working with students and parents;
- Oversee counselors working with students to determine Ad Vitam for High School;

- Train counselors on proper use of SIS/Transcript building/Reporting/Letters of Recommendation;
- Be aware of all state changes and attend meetings where rulings affect middle and high school students;
- Have a firm grasp of Concurrent Enrollment rules/ partnerships/Courses offered with BYU;
- Have current CLEP listings from both universities available for students and parents; and
- Conduct quarterly updates via newsletters to parents/face to face meetings/teleconference to update student records and parent participation on Ad Vitam. Ascertain that all parents sign Ad Vitam at the beginning of the year and are notified when a student is off track to complete the Ad Vitam as signed.

School Academic Counselor: will be working with the Director of Counseling to keep students and parents up to date on the student's Ad Vitam and mastery levels. School Academic Counselors will:

- Have a degree in counseling, or psychology, or be ontrack to complete a degree.
- Have experience working with students and parents.
- Attend training if not familiar with SIS, Concurrent Enrollment Procedures, and Transcript Building

Counselors will be responsible for:

- Producing transcripts for each student, showing courses previously completed with grades, courses in progress with current grades as well as projected future courses per the Ad Vitam.
- They will also meet with families and students of those who are in danger of not completing the plan as it was written.
- Producing a planned calendar with student names and contacts for the semester indicating two meeting times for each.
- Offer after school coursework/tutoring/ or summer school courses in order to get back on track while explaining the costs to the family for those offerings.
- Keeping parent communication current with each student assigned as they work through the Ad Vitam.
- Any other duties related to counseling assigned by the Director of Counseling Services.

Community Builder: The Community Builder will work with the Directors in setting the culture of the school and the expectations of the community. The Community Builder should:

- Have experience dealing with scholars and parents
- Have a firm understanding of the vision and mission of CCA and be willing to uphold it
- Understand the Family Handbook and be willing to enforce policies

The Community Builder will:

- Spend the majority of his or her time in the scholar areas building relationship and modeling virtuous living
- Build relationships at events and information sessions with parents
- Take all incident reports and act upon them within 24 hours
- Follow all laws imperative to safety for scholars in the building
- Be responsible for any and all searches deemed necessary
- Be responsible for enforcing disciplinary actions
- Be responsible for contacting parents and maintaining signed disclosure paperwork
- When necessary, build a behavioral plan and see it through for scholars.

Business Manager/Administrator: Capstone Classical Academy is investigating particular ESP's and their offerings in order to fill the need for a business manager/administrator. Whomever is selected to support the school will be responsible for having experience in budgeting, accounting, and/or auditing, preferably at a charter school; and will:

- Demonstrate sound judgment;
- Be able to clearly communicate financial data to the relevant stakeholders;
- Have experience managing funds for a business, non-profit, school or other large organization;
- Be committed to the long-term growth and sustainability of CCA;
- Possess an understanding of relevant federal and state laws regarding the use of funds, accounting and reporting.

Instructional Technology Specialist: The Instructional Technology Specialist will work with the Director and faculty to meet the needs of the school's growing and changing technology needs.

Specifically, the Instructional Technology Specialist will:

- Advise the Director on Technology
- Oversee technology needs, installation, updates, etc.

Capstone's Board will also be looking to incorporate an ESP for the technology needs of the school via RFP

Administrative Assistant: The Administrative Assistant will work directly with the Director in a supportive capacity.

Responsibilities will include:

- Student enrollment
- Submission of reports;
- Communications;
- Scheduling and organization of meetings, including agendas and other logistical functions
- Other duties assigned by the Director

Receptionist: The receptionist is in many ways the first impression and face of the school. As such, the receptionists' responsibilities include building personal relationships with students and parents, in addition to tracking attendance, answering phones, assisting students and Mentors, and general secretarial duties that may be shared with the Administrative Assistant.

Librarian/IT Specialist: The Librarian/IT Specialist at CCA will be charged with maintaining all print and digital media and resources.

Responsibilities will include:

- Maintaining current library of resource and curriculum materials for Mentor use;
- Acquiring texts for students in relevant areas of interest, including enrichment textbooks specific specialties such as the Arts and Music.
- Issuing library books/tracking scan system/returns and fees.
- Maintaining a library with the Great Books list, and other classical works only.
- Maintaining subscriptions to relevant educational periodicals and making them available to teaching staff, maintain staff room library shelves;
- Ensuring that technical needs are being met within the school and offering technical assistance as needed.
- Maintain the summer reading and suggested reading lists on the website with the Great Books lists. Partner with the Director of Student Growth to test incoming students over the summer and after the start of school, prior to October 1.
- Hold book fairs annually with classical works.
- Partner with the Humanities and Arts Departments to produce plays or oratorical events (at least one per year).

Mentor/Instructor Roles and Responsibilities

Mentors (Teachers) as Leaders

Mentors have long served as team leaders, department chairs, association leaders and curriculum developers. In these roles Mentors have often served as “representatives” rather than “leaders” who enact change. At CCA Mentors will truly be leaders. While recognizing the centrality of teaching, CCA will emphasize the need for Mentors to extend their sphere of influence beyond the classroom and into school-wide leadership activities. CCA advocates expanded leadership roles based on the understanding that Mentors, because they have daily contacts with learners, are in the best position to make critical decisions about curriculum and instruction. Moreover, they may be better able to implement changes in a comprehensive and continuous manner. However, Mentors will be remunerated for their work on committees and the leadership roles that they choose to fill. CCA recognizes that at the onset of the school many of our mentors will need to be dually endorsed, or teach in more than one course. Mentors will be provided the resources they need to gain endorsements for specific areas as the school deems necessary.

CCA recognizes that a variety of conditions are necessary to support and sustain Mentors in leadership positions. Vision, structures, time and skills are all essential to the success of new Mentor/ leader roles and responsibilities. CCA will work with the

scheduling of the school to allow Mentors who are on committees or carrying extra responsibilities to have the time to work on them during their school working day. Mentors need to know the “why” of what they are engaging in on a daily basis in order for their vision to be guided by the virtuous living and dedication to our scholars that we are expecting of one another. With that vision and purpose in place, Mentors can and will excel in their craft and scholars will succeed.

Mentors need structure for their work. Although the structure will vary, it must bring legitimacy to the new role and facilitate the understanding that knowledgeable and well-respected Mentors can provide leadership. Time to experiment, reflect and create is essential for them. They need time to talk to other Mentors or Instructors, develop materials, deal with conflicts and build collegial relationship. There are skills and abilities, which can be labeled and learned, that make leadership more effective. Mentors will need access to information and training. CCA will leverage the Mentor/Instructor model in order to free up time for Mentors to lead. In terms of faculty, Capstone values the profession of education.

As is stated so eloquently by Andy Hargreaves in Rubin’s Huffington Post blog, (2016):

"Teaching will become more prestigious if it is publicly valued. It will attract more candidates if they can see this as a true profession where they will be supported to develop and grow over many years, rather than a version of the Peace Corps that puts them on the urban frontline to champion change all by themselves."

In order to fully appreciate the profession, and raise it to where it formally should be recognized and respected, Capstone believes in “humans first, professionals second” and looks to not only remunerate generously, but to provide added value to Mentors by instituting programs found around the world. For instance, Capstone seeks to offer a leave program for new mothers, allowing them to still earn a portion of their pay to work from home with a credentialed sub during their leave time, at a length of their choice not to exceed one year. Capstone also wants to provide a portion of childcare, within walking distance of the campus, for mothers of young children so they are able to continue their family connection by spending time with their infants and toddlers during lunches and prep times. It is believed that teacher satisfaction is the number one element driving other countries as their academics improve. It’s time the US, and especially Utah with the highest birth rate in the country, offers something better than a few days off after having a baby. As recent as August 15, Utah was graded a C- in how we treated parents of new babies per an article in the Deseret News (Hobbs, 2016). We consider that shameful. Our practices need to line up with our vision of the school, and the state, which is family centered. Ultimately, if Mentors are valued and honored for their craft, our scholars will get a better education.

Mentors (Teachers): Mentors will be interviewed by the hiring team and if possible those other mentors within the same hub. All will provide input while the final hiring decisions will be made by the Director.

Mentors will:

- Have received at least a bachelor’s degree at an approved higher education institution;

- Hold an appropriate license with all required endorsements as approved by the USOE or be on track to complete an alternative licensure within 3 years of hiring;
- Demonstrate a strong commitment to the mission, pedagogy and methods of CCA;
- Demonstrate the ability to work in a team using the Hub model to plan units together and work with all students in small groups.
- Possess a clear and demonstrable concern for the children to be taught;
- Have experience in teaching, with an ability to demonstrate excellence in mastery based, literacy rich, and logic based learning within a specific discipline.
- Be able to differentiate instruction based on the needs of students;
- Understand how to use formative and summative assessment to inform teaching practice;
- Have excellent communication skills and an ability to work well with scholars, colleagues, administration and parents.
- Be able to collaborate with faculty, staff, parents and community members
- Be willing to seek additional training and certification, such as the requirements set forth by new legislation.
- Seek continual learning and self-development.

Instructors (Instructional Aides): Instructors will work hand in hand with Mentors to help prepare lessons, teach in smaller groups if needed, and support lessons needing adult supervision. Instructors will not need to be licensed, as they are working under the supervision of the Mentor.

Instructors will:

- Have the equivalent of a High School Diploma
- Work alongside the Mentor to prepare lessons, gather materials, make copies, and define groupings.
- Work with scholars one on one after the Mentor has taught the lesson.
- Manage collaborative groups of students working on project based work.
- Have a working knowledge of and commitment to the mission and pedagogy of CCA;
- Demonstrate skill in teaching and working with students of varying abilities.
- Provide remedial support and instruction to students identified through assessments;
- Help coordinate other therapies and supports for students, as needed

Special Education Coordinator: The SPED Coordinator will be contracted for at least the first year of implementation of the program. If necessary, this position will become full time coordination.

Specifically, the SPED Coordinator will:

- Oversee the development and implementation of IEP's;
- Mentor and coordinate with other special education Mentors and Instructors to ensure the needs of special education scholars are being met;

- Coordinate with other professionals, including psychologists, occupational and speech therapists, doctors, and others;
- Regularly assess student progress;
- Ensure compliance with all relevant state and federal regulations and report accordingly;
- Demonstrate a strong commitment to special needs scholars; and dictate interventions that Learning Specialists will use with individual students;
- Help develop the budget and documentation necessary for scholars with IEP's to receive IDEA Part B funds; and
- Work directly with special needs scholars and their parents to support their development and learning goals.

The SPED Coordinator will be hired by the Director and should:

- Have a minimum of a Bachelor's degree in Special Education;
- Have experience working with special needs students in the school setting;
- Have a working knowledge of all relevant state and federal regulations regarding special education, including IDEA, ADA, and Section 504;
- Have experience over-seeing the IEP process;
- Possess clear written and oral communication skills;
- Be able to work well with other professionals, including psychologists, occupational and speech therapists, doctors, and other relevant specialists; and
- Have a working knowledge of and demonstrated commitment to the mission and pedagogy of CCA.

Learning Specialists: Learning Specialists are teachers who work directly with special needs scholars, under the supervision of the SPED Coordinator, to facilitate their academic progress and development. Learning Specialists will be hired by the Director with input from the SPED Coordinator.

Learning Specialists will:

- Provide services to special needs scholars as detailed in the scholars' IEPs;
- Develop expertise in working with scholars in a particular subject-matter, e.g., reading, mathematics;
- Demonstrate skill in teaching and working with scholars of varying abilities.

Mentors working with other demographic groups or special populations, such as English Language Learners (ELLs), will also receive the appropriate endorsements as required by the USOE.

Specialty Mentors: Specialty subjects at CCA will be taught by qualified classroom Mentors and specialty Mentors hired for their particular expertise. Specialty Mentors will work with all grades in physical education, music, CTE, and the arts during periods of instruction. Specialty Mentors will collaborate with classroom Mentors to integrate liberal arts and classical education with Utah Core Standards where appropriate.

All Specialty Mentors will hold an appropriate license with all required endorsements as approved by the USOE *or* be on track to complete an alternative licensure within 3 years of hiring *or* teach under the supervision of a full-time Mentor with the appropriate credentials. Even with the new ruling, Specialty Mentors will need to be credentialed after a three year period.

Staffing Plan

Staffing Needs: Based on the target student population of 360 the first year of operation, 505 the second year and 700 the third year, the pedagogical indications for quality instruction and the preceding description of roles and responsibilities are reflected in the budget.

Recruitment of Mentors: Because CCA is requiring specific knowledge in Core Knowledge curriculum, classical education, Rhetoric, Logic, Latin and the Arts, Mentors and Instructors that not only are familiar with, but have a basis in these disciplines will be sought after with great care. CCA expects to be recruiting in and out of the state of Utah. In order to find these professionals, CCA will be using the following means:

- Posting positions through particular colleges such as BYU, Westminster, Liberty University, Hillsdale College and others that offer Classical Curriculum.
- Posting positions on Capstone’s website, Facebook Pages, and Teachers-Teachers.org in cooperation with other charters still desiring to use the service
- Soliciting applications from qualified individuals who have expressed personal interest and support of the CCA vision.
- CCA will take part in the Charter School Hiring Fair held each year in Utah.

Hiring Practices

CCA is committed to establishing a hiring process for employees that is both fair and effective in ensuring that the most qualified individuals are selected. Adjustments to the hiring process may need to be made to ensure that the most qualified and best “mission-fit” candidates are being selected.

Advertising and Posting of Positions: Based on the qualifications outlined above, the Director will post all job openings internally and externally, establish criteria for screening applications, determine which applicants to interview, and—with the hiring committee—use proven and legally appropriate interview techniques to determine which candidates are the best match.

The Director will approve faculty, staff and administrative job descriptions for posting. An administrative assistant or secretary may post the positions on the school’s Website, (www.capstoneclassical.org), Teachers-to-Teachers, the Utah Department of Workforce Services’ Jobs List, Craig’s List and other relevant public forums. These positions will also be highlighted to the parent community and in school newsletters.

Evaluation and Interviews of Job Candidates: The formal interview process begins when an applicant submits a resume and cover letter to the Director. The Director screens cover letters and applications for applicants of highest qualifications and best “mission-fit.” The Director will notify applicants that (1) their application is under consideration, (2) they will be contacted if the school invites them to interview,

and (3) they are invited to contact the school after one month's time to inquire about the status of their application.

Upon reaching the closing date and receiving an adequate pool of applications, the Director and members of the hiring committee will review the applicant pool and determine whom to invite for an interview. If Mentors are already hired for a particular hub, at least one member of the hiring committee will be someone who will work on that particular hub team. Other members may be a representative from the Board of Directors, and the Administrative Team.

The interview process will begin with a group session where the Director will introduce all candidates to CCA, inviting general questions and about classical education, mastery learning and hub based delivery. Applicants will also meet CCA staff and have the opportunity to see demonstrations of what CCA teaching looks like through video, PowerPoint, etc.

Following this introduction, second interviews, a book reading with an essay response, and teaching demonstrations (faculty applicants only) may be scheduled. Applicants will be advised that in addition to responding to pre-determined questions, an interview will include an open discussion of a book that focuses on some part of CCA's mission statement (to be provided by CCA).

Interviews include questions formulated by the interviewing team. They will receive copies of candidates' application materials. Interview questions may request candidates to describe themselves, their educational and professional background, reasons for their interest in CCA, their philosophy of education, ways they can integrate logic, speech and debate and other elements of classical education into a unit study within their perspective hub. Other questions may focus on their ideal positions/roles, and their actions in job-related situations or tasks, such as guiding scholars who are off-task back on-task, assisting struggling scholars and their parents, formulating culminating assignments, collaborating with team members, communicating with stakeholders, interacting with disagreeable people, etc. Interview questions remain consistent across candidates to provide a basis for comparison.

All candidates for a Mentoring position at CCA will be expected to review the CCA website prior to the interview. Candidates are encouraged to ask questions and are given information about the position's starting salary, health and retirement benefit options, and when they can expect to be notified about the school's final hiring decision.

Mentor candidates will be invited to participate in a teaching demonstration where they will teach a 30-minute lesson demonstrating one of CCA's core mission values. Demonstrations are planned with applicants and administrative observers. Prior to teaching demonstrations, candidates receive a relevant topical teaching assignment, instructions on what methods administrators expect to observe (e.g. specific school methodologies), and instructions regarding logistical issues (e.g. technology requests, dress code). Teaching demonstrations will often occur onsite, with real students, using topics relevant to the current curriculum. However, for candidates who are currently teaching in another school, demonstrations may occur at the teacher's current location. Teaching demonstrations are attended by one, and in some cases two administrators: the Director, the Director of Curriculum and Instruction, or another administrator directly supervising the position.



During the Interview Process, the Director and the hiring committee will be provided a rubric for assessing the qualifications of candidates. Candidates are assessed for “mission appropriateness” in terms of the following standards:

- (1) *Understanding the Mission of CCA and Desiring to Promote It* – This is assessed by reading the candidate’s cover letter. Cover letters devoid of mentioning the mission of CCA may rarely lead to an interview. This is specifically because they show little evidence of serious thoughtfulness about CCA as a unique organization. Initial interviews, including discussion of the predetermined book selection, also allows candidates to express why they are interested in working at CCA.
- (2) *Educational Qualifications, and Ability to Express Oneself in Writing and Speaking, Using Appropriate Vocabulary and Communication Skills* – This is assessed by reviewing a candidate’s resume for degrees, certification, and relevant experience, as well as through the interview process, in which interviewers ask questions about the candidate’s educational philosophy. Candidates will be asked to write an essay based on the reading and it will be available to all who interview.
- (3) *Experiential History of Similar Duties* - This is assessed by review of the candidate’s resume, and by the interview in which interviewers can hear how the candidate talks about his or her work history.
- (4) *Ability to Perform in a Teaching Demonstration and Show Artifact Evidence of Teaching Prowess* - This is assessed by an actual 30-minute teaching task in which administrators watch the teacher interact with students in a live classroom.

Job Offers

After viewing teaching demonstrations (as relevant, for faculty candidates) and interviewing candidates, the hiring committee will meet to discuss the relative merits of each candidate. During the discussion, the Director will invite interviewers to share impressions and preferences regarding the candidates and make recommendations about whom to hire. After thorough discussion, input, and recommendations from all administrators and faculty involved, and upon clean background checks, the Director will make the final hiring decision and the Director, Administrative Assistant or Secretary will arrange for a verbal employment offer and written contract to be extended to the candidate.

All offers of employment will be contingent on reference checks, background checks, and the completion of new hire paperwork, including an Employee Handbook and the relevant employment agreement, application form, Form I-9 with copy of supporting I-9 documentation, Federal and state tax forms, and any certifications and licensure information. Employment agreements will be renewed annually, and all these documents will be maintained by the school office and held on file for not less than one year following any employee’s departure.

CCA will ensure that all staff, including administrators, office staff, Mentors, Instructors, instructional aides, substitute Mentors, parent volunteers, and community members who will spend any significant unsupervised time with students must receive a



criminal background check prior to beginning service with the school as required by UCA § 53A-1a- 512.5. The Director will ensure that all background checks are complete and maintained in the school's employee files. The Director will review the results of all background checks that reveal offenses and determine whether the individual poses an unreasonable risk to the school community. Background checks will be renewed every three years.

In addition, CCA will not hire any teachers or staff whose license has been suspended or revoked by USOE.

The effectiveness of the hiring process will be assessed on a year-by-year basis as the school makes refinements to its job descriptions and advertising channels. Administrators also consider conditions surrounding various hiring decisions and factors that led to a successful (or unsuccessful) hire. This natural process will help refine how CCA hires faculty, staff, and administrators most profitably.

Orientation and Mentoring of New Employees: New employees will attend all training deemed necessary to enable them to adhere to the mission, vision and purpose of the school.

All new employees will be provided with an employee policy manual (Employee Handbook), which is updated for returning employees on an annual basis. Each will be asked to read the entire manual and sign a page, indicating that they have read and agree to abide by the school's policies. All returning employees will be required to have knowledge of and follow any handbook revisions.

The school's "Staff Family Training" will be offered to all employees, new and returning, between the end of school and the beginning of school (June, July, August). A training date will be set by the Director and added to the school calendar. This training is to orient new employees and returning employees to the philosophy and methodologies of CCA. Staff Family Training includes informal break and lunchtime opportunities to establish mentoring relationships with veteran mentors. A special day of in-service for all new employees (mentors, instructors, and support staff) will include an overview of CCA culture and methodology, benefits, and structure.

New faculty members at CCA will be incorporated into a team of mentors, including the Director of Curriculum and Instruction, Counseling/Student Growth Director, and fellow mentors who have taught the relevant grades recently. CCA seeks to hire individuals with several years of experience in a position similar to the one they are filling at CCA. However, all new employees are assigned a CCA Coach, regardless of the new employee's past teaching experience. This will enable the new employee more effectively learn the culture and apply the philosophies and methodologies of the school.

Termination

CCA will hire personnel in compliance with all Federal and State rules and regulations. CCA will terminate employees only when it is in the best interest of the students and the mission of the school.

All CCA employees will be at-will. At-will employees may be terminated at any time with or without cause. Employment offers will be made in writing in the form of an employment agreement documenting the job requirements, pay, benefits, and hours of work for the position. Employees who accept the offer will sign and return the



agreement. Accepted offers establish an at-will employment relationship between the employee and CCA. Employment offers will be renewed annually for all employees, including the Directors. Employment agreements will be reviewed by qualified individuals to ensure that they do not jeopardize the school's at-will status.

CCA will be an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act (ADA), CCA will not discriminate in any employment practices against a qualified individual with a disability, nor discriminate against an applicant or employee based on race, color, national origin, religion, and/or gender in all terms and conditions of employment, whether disabled or not, or because of the individual's family, business, social or other relationship or association with an individual with a disability. The school will provide reasonable accommodations as required by the ADA. Employment decisions will be based upon relevant job criteria; and in compliance with ADA, the school will not retaliate against an applicant or employee for asserting his or her rights under the ADA. CCA will follow all applicable state and federal employment laws.

As necessary, CCA's Director will seek counsel and assistance from qualified legal and human resources professionals concerning employment issues in order to ensure that the school conducts itself in accordance with the law. CCA will create an employee handbook containing the school's employment policies and procedures that will be updated as necessary and will be distributed to all employees.

All teachers must maintain their license and other credentials appropriate to their position. CCA seeks to support and engage quality mentors and staff, but retains the right to terminate employment with or without cause and to determine whether cause for termination or discipline exists. Mentors and Instructors will be employed for an indefinite period and in an at-will capacity. This means that both the school and the Mentor/Instructor retain the right to end the relationship at any time, with or without notice, and for any reason or no reason at all.

Strategies for Ensuring Teacher Excellence

CCA will create a professional culture in which mentors will receive support, develop their individual skills and capacities, and be an integral part of the school community. These attributes will help to attract and retain quality professionals. Some of the key components in creating a positive environment for teaching staff will include on-going professional development, employee compensation and childcare, faculty participation, and regular, established evaluations. CCA will also implement a rotating Friday off policy for all participants in a hub. Use of Mentors and Instructors will spread the workload allowing for more planning time and time during the day to assess scholar work. Since Friday will be reserved for Communis time and Socratic Seminar, mentors will be paired with other mentors in the building so that when their rotation arrives, another mentor will absorb his or her scholars for the day. CCA believes strongly that mentors and instructors need time at home to promote and support their own families and looks to provide these essential mental health days as a way to serve that need.



Professional Development

CCA's vision is to create a climate which fosters life-long learning. As a part of this process, all staff at CCA are expected to be actively participating in a program of continuous professional development. Professional development opportunities will include a variety of contexts that will include but are not limited to:

- Participation in mission relevant Mentor trainings during summer;
- Participation in workshops on teaching specific topics (Classical Education Focus, Gifted and Talented, unit study design and integration, mastery based evaluation, technology, reading, mastery connect, Gateways to Better Education, Aspire, mathematics, music, science, art, etc.);
- Bi-monthly professional development on CCA priorities by Director, Director of Curriculum and Instruction, content pedagogy experts and/or teacher leaders;
- Completion of individually-designed development and inquiry program involving topical study; an analysis of how to integrate new skills into the hub and unit studies; and development of curricula integrating classical liberal arts with Utah Core Standards.

Employee Compensation

CCA intends to offer a tiered salary structure where all full-time teachers will receive the same base salary, with additional compensation being awarded uniformly for teachers who meet specific qualifications that will be determined by the Director and Business Director. These qualifications will be set before the interview process for faculty and staff begins. The CCA Board believes that compensation to charter school teachers in the state of Utah is exceptionally low and will set their compensation schedule to be equal to or above that of the teachers in Weber School District.

Faculty Participation

All full-time CCA faculty members will meet on Fridays for breakfast to discuss the life of the school and its students and provide time for ongoing professional development. CCA is seeking to create a "Professional Learning Community," wherein faculty engages in peer mentorship (CCA Coach), stimulating and motivating mentors to continually improve and develop their skills. This model also results in a high degree of self-reflection, resulting in a school of engaged and mindful teachers. Support will be given to allow teachers time to apply the skill or strategy they are striving to develop. Just as students are encouraged to practice a new skill or strategy to reach mastery, we encourage our teachers to do the same. When convenient, hubs will remain empty so that mentors and instructors can plan and prepare for lessons.

Regular Evaluation

Informal faculty evaluations by the Director, Director of Curriculum and Instruction and other administrators and their designees will take place as unannounced, drop-in visits, approximately 15 minutes long, focusing on student engagement. Post-visit evaluative discussions describe student engagement in specific and quantifiable terms (e.g. "I saw the students working on ...") and include praise, questions, and suggestions



for improvement. Formal faculty evaluations are given at least two times per year, the first of which is formative in nature. The last formal evaluation each year is summative and includes discussion of contract renewal, job descriptions, and compensation. A detailed description of formal faculty evaluations will be found in the Employee Handbook, “Mentor/Instructor Evaluations.”

On-going Assessment of Performance: Administrators will schedule formal observations in each hub at least two times per year. They will use a written rubric to guide their observations. They will look for what the scholars are doing, what the mentor/Instructor is doing, what the scholar work product looks like, and will also ask a few scholars questions such as, “What are you learning?” to assess the scholars’ grasp of concepts being taught and whether objectives are clear for scholars.

To mitigate the chance that a few isolated or planned observations could be unrepresentative of the “real picture” in a hub, administrators will also conduct occasional informal, 15-minute, walk-throughs (at least twice per month). Administrators do not announce these walk-through visits to the mentor/instructor, so that the observation is as authentic as possible. Administrators look for effective instructional practices and question a few students. An administrator follows-up within 48 hours with a brief “learning talk” between the mentor/instructor and administrator, highlighting the positive and, in some cases, offering constructive critical feedback. In all, administrators observe and visit with each teacher between 15 and 20 times per year (2 times formally, the rest, informally), with improved instruction as the goal of each observation and discussion.

Moreover, each year, administrators will ask teachers to set SMART goals (Specific, Measurable, Achievable, Results-oriented, Time-bound). Time will be given to mentors and instructors to reflect each week, and assess their goals. Administrators will discuss these goals during the formal supervisory visits, twice per year. Administrators may request that teachers bring the following items to these learning visits: current grade books, curricular materials, student performance samples (e.g. a student notebook sample), and other instructional artifacts. Administrators and teachers will use these items to guide the discussion and focus on desired student outcomes.

Administrators and administrative staff are evaluated twice annually (December/January and May/June) by the Director. Administrative evaluations include revisiting job descriptions, self-assessment of recent performance, goals, reflective discussion questions, commendations, and recommendations for improvement. Other staff members are evaluated by their directors at least semi-annually. A detailed description of formal faculty evaluations will be found in the Employee Handbook, “Faculty Evaluations.”

Grievances

If a faculty member expresses a grievance over a performance assessment, then the mentor/instructor is invited to visit personally with the administrator who made the evaluation. If the grievance cannot thus be resolved, then the mentor/instructor is invited for a hearing with the Governing Board Director. Written and verbal statements and correspondence are welcomed from each party as the Governing Board Director reviews the performance assessment. There will be a detailed grievance procedure created by the Governing Board and formally outlined in the Employee Handbook.



Section Seven – Business Plan

Capstone Classical Academy will use state funding to fulfill its mission and will be transparent, efficient, and compliant with all laws in its budgets and financial operations.

Key Budget Assumptions

CCA’s budget will turn the board’s priorities into numbers and dollar signs—a budgetary plan, consistent with this charter, that school leadership will fulfill. If anyone wants to know what the school considers most important, they’ll need only look at the priorities contained in the budget. At every step of the budgeting process, the school’s mission, philosophy, and purpose will shape the budget, and therefore school operations. Below, readers will see how the school has prioritized the unique aspects of its educational program, ensuring that the charter’s vision can be supported with dollars as the school opens and educates students.

The budget template, in required format, is submitted with this application, along with a cash flow projection for the first three years.

The Budgetary Plan

Planning Year: As the school begins its planning and startup year, Capstone Classical Academy will apply for the available grants, loans, and other funding that will provide resources to successfully plan and lay the foundation for a successful charter junior high and high school. It is anticipated that \$300,000 will be available to the school in its planning year in a combination of grants and loans from state sources. That money will allow the school to implement the following plan:

- A **School Director** will spend the planning year building the school’s enrollment through public relations and marketing and putting in place the infrastructure (equipment, furniture, personnel) that will support and implement the school’s program in the operational years. The School Director will hire all teachers and support staff, work with the school’s chosen developer to ensure facility completion, and with the school’s Business ESP to ensure that all operational, financial, and HR systems are in place prior to school opening.
- A **Secretary/Registrar** will oversee and track student records and enrollment, generated through the school’s marketing efforts, and coordinate family and community events for enrolled and prospective students.
- An Advertising Campaign, supervised by the Director, budgeted at \$7,000 (line 24.540 in the budget document) in the planning year and continuing with an additional \$5,000 in the early months of the first operational year will build awareness and recruit both scholars and faculty.
- To support the director in establishing finance, HR, and operations systems, the school has engaged Charter Solutions, a business services firm specializing in charter schools, budgeted at \$18,000 (line 24.300.)
- \$20,000 (line 26.300) for a building officer to represent the school and to fulfill state compliance standards during facility acquisition and/or construction
- \$1,000 (line 24.520) for liability insurance to protect the school’s liability
- \$1,000 (line 24.530) for telephone expenses.

- \$1,200 (line 24.580) for the director's travel expenses
- Temporary office space is budgeted at \$5,000 (line 31.600) to house the small staff and the school's records during the construction of the facility.
- Educational materials and equipment (lines in all 600 and 700 categories) which includes the desks, chairs, and other furniture and equipment one might commonly find in any school, plus projectors, electronic tablets, and computers and network equipment that will provide students with the furniture and equipment necessary to carry-out the school's academic program. This is budgeted at \$93,200 in the startup year with additional to come in the first operational year.

The school's administration, with the above tools, will have CCA in prime position to educate our students as the school opens in 2018, supported by the budget outlined below.

Operational Year 1: The school will continue to invest its dollars to support the program outlined in this charter. Major investments are the faculty and staff, the facility, and the instructional equipment and technology for use by both faculty and students to access all available resources, many of which are in the public domain and available for free online.

More specifically, the operational year budgets include:

- State and federal revenue based on the provided funding worksheet plus reasonable assumptions for special populations funding based on schools of similar size.
- Local funding based on enrollment, assuming that 25% of students will qualify for and eat school-provided lunch, with 50% of the rest also buying school lunch, 75% of students paying \$200 per year in fees, and an average of \$50 per student in fundraising and school activity revenue.
- 16 full-time teachers, plus two special education teachers (one the SpEd Director), who will provide instruction according to the program as described in this charter and according to each student's relevant Individualized Education Program. Salaries are budgeted just above the state average for high school charter schools in the most recently completed year.
- These teachers are supported by an administrative team of the School Director (line 24.121) the Director of Curriculum and Instruction and Student Growth (combined in year 1 on lines 21.100 and 24.100, but split as enrollment grows). In the first year, the director will also serve as the Community Builder, though a separate position for that is created in year 2.
- The counseling department (21.142) in year 1 will include the Director of Counseling plus a part-time counselor, with these roles expanding as enrollment grows in years two and three.
- Teachers are further supported by part-time instructors and Learning Specialists (10.161). These assistants will provide additional instruction, pull-out groups, and work individual student tutoring for at-risk students or students otherwise in need of additional academic assistance. Some of these paraprofessionals will



specifically serve Special Education students, assisting teachers in providing enhanced services or other components of education required by an Individualized Education Program. (See staffing section for full details.)

- A part-time Library and Technology specialist (22.162; again, expanding and separating in future years with enrollment growth) will ensure that teachers and students have access to materials and technology for all instruction and work.
- The school's lunch program will be outsourced to a private provider for food preparation, but a small staff will serve and supervise lunch (31.100).
- The school will also have a janitorial staff (26.100) to clean and maintain the school's facility.
- The school will put in place retirement, medical, and other benefit programs to ensure that the school offers a competitive compensation package for educational professionals. Total benefits are budgeted at 25% of wages and salary.
- CCA will invest \$15,000 in the professional development of teachers, bringing in trainers and faculty with expertise in the school's classical approach. This training will be regular and ongoing, supported and enhanced by the school's leadership team.
- CCA will outsource its Information Technology support and Business Services. The cost of these two contracts combined are budgeted to be \$95,000, which is realistic based on the school's research and review of similarly-sized schools financial reports.
- The school intends to have lunch prepared off-site by a private provider and delivered to the school, with costs commensurate with the revenue generated by lunch program sales and federal and state subsidies.
- The school's facility budget is calculated as follows:
 - \$1 million for land
 - \$120 per square foot to construct a facility at 80 square feet per student at full capacity
 - The total costs of acquisition and construction at about \$5.6 million, leading to annual lease payments of just over \$560,000, plus a small amount for property tax in the first year, expanding into the second year after a full year of occupancy. In the first year, occupancy costs are shown lower because occupancy will only be for 87% of the fiscal year.
- The facility's utility, telephone, maintenance, and supply costs are also included in the budget, on lines 26.400, 24.530, 26.600, and 26.700, adding an additional \$80,000 per year in maintenance and operations costs. In total, occupancy and related expenses make up a little less than 19% of revenue, which is well in line with both State Charter Board guidance and industry standards for affordability. In Year 2, costs rise as the school occupies its facility for a full year, increases its size, and pays a full year of property tax, but still staying within relevant guidelines.
- Textbooks, instructional equipment, and supplies should really be considered as a combination of planning year and first operational year expenses. The startup grants and loans that span those two fiscal years will largely purchase the materials, supplies, and equipment that will be used by teachers in the first



operational year. As mentioned above, about \$250,000 in the first operational year from grant and loan proceeds will be used to purchase materials, computers, and furniture that students and teachers ultimately use in the first operational year. The combined total for these expenses in the first two years are just over \$300,000, with about 20% of that expense ongoing and reflected in the second year operational budget. The remaining 80% is one-time in nature and won't be repeated for several years until a technology refresh and replacement texts are needed. This startup investment will provide the school with the tech infrastructure, instructional tools, and open-source curriculum materials needed to implement the school's program and achieve its mission as contained in this charter application.

- The budget includes repayment for the school's anticipated debt (see below) and dues to join the Utah Association of Public Charter Schools, which has already demonstrated its value during the drafting stages of this application.

Contingency

CCA has been modest in budget, seeking to round up on expenses, leaving known areas where reductions can be made in case of lower-than-expected enrollment. CCA's contingency budget protects key aspects of the mission and educational program, consistent with the financial realities presented by low enrollment numbers. The contingency plan makes the following changes:

- Enrollment is only 72% of capacity, or 260 students, with higher concentrations in younger grades.
- Local, State, and Federal revenue fall in line with actual enrollment as the laws affect each specific program.
- The hours of the second key administrator will be reduced and the director will take on more academic responsibilities.
- Maintenance, counseling, library, food service, and school administrative assistance staffing numbers fall to more affordable levels while still maintaining compliance standards with state law and the principles of the charter.
- Reduction in Mentors/Instructors, not strictly by mathematical rates, but so the full spectrum of classes and services can still be offered.
- The number of paraprofessionals will be reduced by half.
- Retirement benefits will fall as the school delays its implementation and reduces the "match."
- Health insurance premium support will fall slightly in year two as cost increases may be passed along to employees.
- More professional development will be the responsibility of the director and/or shall be conducted remotely, saving on travel costs, but still protecting the important training in classically-based methodology
- The Business Administrator ESP and IT support will be reduced to fewer hours of service. This flexibility is another reason the school elected to outsource these functions rather than hire in-house, thereby increasing the school's flexibility in reducing costs in these areas.
- Food services expenses will fall commensurate with enrollment.

- Occupancy expenses stay largely the same. Adjustments are made for occupancy costs that adjust with enrollment (supplies, water and utilities) but not for those that don't (lease, property tax.)
- Supplies and equipment budgets fall commensurate with enrollment, which is felt particularly in the first operational year, since so many dollars were already spent in the planning year. With fewer students, the school will need to purchase less to complement what it already bought with grant and loan funding.

These plans still protect the school's unique program, though there will be some loss initially in having face-to-face interactions with trainers and partners as travel costs are pared back. Still, the school will invest its more limited resources in this scenario to put forward a quality program, while still building financial viability for the long-term.

Debt

CCA has no plans to incur direct debt to acquire its facility, at least not in its beginning years. The school hopes that it will eventually be judged stable, viable, and of high enough quality to qualify for the issuance of tax-exempt bonds at a low rate to finance the purchase of a facility. However, the plan presented in this application calls for the school to engage a charter school developer to purchase either an existing building or land on which to construct a new school building. At this time, the school is considering both options, as presented below in the Facilities subsection.

The only debt the school plans to incur is the State Charter School Revolving Loan, which is available to CCA to pay for startup expenses during the planning and first operational year. The school intends to borrow \$200,000 to provide additional financing (with the State Startup Grant) for the planning year and to acquire the necessary materials, technology, and equipment to begin school in 2018. The school has budgeted \$52,500 per year in debt service to repay this debt over the four year of repayment the program requires.

Policies and Procedures

The school's board will adopt a comprehensive set of financial policies consistent with Utah Code. These policies will cover use of funds, internal controls, purchasing, bank accounts, signatory authority, and every other aspect of financial management. The principles behind those policies will guide the school in all financial management and transactions. These principles are based on the school's legal financial obligations, Generally Accepted Accounting Principles, and common sense measures to ensure openness, integrity, and value within all financial transactions. Those principles are:

- Segregation of duties so that multiple people are involved each time money changes hands to reduce the likelihood of fraud
- Oversight by regular internal (a board finance and audit committee) and external (an independent auditor consistent with CCA's LEA status) methods
- Internal review each month with the board Finance and Audit committee, which samples transactions for compliance with school finance policies



- Transparency in budgeting and spending, with all transactions and budgets posted online as required by law
- Competitive bidding for large projects to ensure fair treatment of all and best value for the school and taxpayers
- Proper authorization, ensuring that all expenses are known and approved by the Director, Finance Committee, or the Board prior to expense is made so that authority to spend money is tied directly to accountability for the school's budget.
- Protection of the school's assets with accurate inventory records, duplication of data, holdings spread across multiple banks, and insurance to indemnify employees, the board, and the school from tort claims

The school's Business ESP will be charged with carrying out the day-to-day management of the school's finances consistently with these principles. The Business ESP will ensure that the school's assets (cash, buildings, and equipment) are adequately documented and protected, that school finance policy and state law are followed in all transactions, and that student enrollment records are accurate and reported to the state daily.

The Business ESP will be responsible to submit comprehensive Annual Financial Reports to the board, the State Office of Education, and the State Auditor's office as required by law. In all aspects, the Business ESP will adhere to Generally Accepted Accounting Principles, state law, and the school's finance policies. If necessary, the board will provide external training and oversight to ensure that GAAP is fully in place upon the receipt of any public funds (including funds donated to our public school from private sources). Additionally, the Business ESP will work with the Board and the school's insurance brokerage to ensure that the school is properly insured, that grants and all restricted streams of funding are properly administered according to each source's guidelines, and that the school meets all other key financial obligations that are part of any state law or rule now in place or that may be in place in the future. The Business ESP and a school representative will attend semi-annual finance training to stay abreast of changes in state law regarding school finance.

In all of these oversight and managerial tasks, the Business ESP will be supported by the two school secretaries, one of whom will have specific responsibility to manage student records and will carry the additional title of Registrar. The designation of a single person to serve as registrar also will ensure that the school has the capacity to develop adequate policies and processes for tracking enrollment and attendance eligibility, eligibility for free and reduced priced lunch, scholars with disabilities and ELL enrollment. The registrar will submit data to the state and the school director regularly to ensure that records are accurate.

Financial and scholar records will be stored in both paper and electronic formats. Paper records will be stored in fire-proof filing cabinets that lock to protect the records' integrity and security. Electronic records will be stored in the school's Student Information System (enrollment and student records) and in the Financial Information System (financial records). Both systems will be backed up to an off-site storage server regularly to ensure that they are maintained in emergencies or after any disaster or crime.



Facility

Capstone Classical Academy has researched existing buildings in the target area, and there are few which are currently available that would meet the school's needs, even with substantial remodeling. The Board of Trustees is working with a relator to investigate parcels of property (see market analysis) and options within Weber School District that will best serve the mission and vision of the school.

Upon charter approval, the Board will issue an RFP for a developer to either acquire land, build the facility, and provide the school with a lease and eventual purchase option OR to remodel an existing structure. In evaluating the RFP responses, the Board will look to select a developer who can meet the facility needs of the school while keeping occupancy costs within Charter School Performance Framework metrics.

The facility will be located on approximately 8 to 10 acres of ground. The main building will need to be approximately 60,000 square feet upon completion and will include an office area, gymnasium, kitchen, library, 6 individual classrooms, an art and a music studio, and 8 hub areas with breakout rooms and multiple collaboration areas. Depending upon enrollment and development, parts of the structure may remain unfinished until enrollment dictates necessity.

If the school building needs to be built, the following timeline has been established to ensure the facility is completed on time. As required by state law, the Board will appoint a board building officer who will oversee the process. This person will coordinate with the developer to make sure the facility is completed in a timely manner and will be responsible for filing the necessary construction documents and paperwork with USOE throughout the course of the project.

- February 2017: Final Charter Approval
- February 2017: Issue RFP for a developer immediately upon approval
- March 2017: Select and enter into an agreement with a developer by the end of the month
- March - April 2017: Determine exact location and developer will begin process of land acquisition
- April - June 2017: Facility design
- June 2017: Property acquisition complete
- July - August 2017: Permitting
- September 2017 - July 2018: Construction
- August 2018: Capstone Classical Academy occupies building

Opening Timeline

The school will also engage an Education Service Provider during the planning year to help establish policies, a payroll system, an enrollment database and lottery software, financial controls, employee benefit programs, comprehensive policies, financial management and reporting, and general assistance with the startup calendar. The specific ESP will be identified and selected in a manner compliant with state purchasing laws and rules, including the issuance of an RFP for any service with a cost of more than \$50,000 per year.

Other aspects of startup work will be completed by the school's administration and pool of parent volunteers. The administration will establish startup committees, staffed by volunteer parents with expertise in specific areas. Those areas are:

- Enrollment
- Marketing
- Technology
- Volunteer Organization

In the first six months after the charter is approved, the board will undertake the following activities in the timeline specified:

- Spring - Apply for startup grants and loans, with assistance from Charter Solutions.
- Spring - Update school's website with approval information, enrollment timelines and database, and post required information and disclosures
- Spring - Issue RFP for facilities and by early summer, select a development partner
- Spring - Adopt and submit a startup and planning year budget
- Summer - Begin enrollment and marketing campaign, collect student and family information on website
- Summer - Issue RFP for startup services and select startup services partner
- Summer - Begin submitting monthly financial reports
- Summer - Finalize facility plans consistent with approved budget
- Fall - Begin search for used furniture and fixtures
- Fall - Begin designing curriculum and training programs, identifying publishers, authors, and project models for purchase
- Fall - Establish payroll systems and benefit programs for employees who begin in January
- Fall - Draft policy manual based on legal requirements, state guidance and templates, and resources available through other resources and existing schools
- Fall - Begin construction on facility
- Winter - Establish volunteer committees from among registered and interested families
- Winter - Begin formal enrollment procedures according to policy
- Winter - Hire Director and support staff according to approved grant and loan budgets
- Winter - Arrange for lunch provided by a local school district or charter school

Once the director, the Business ESP, and volunteer committees are in place, the school board will transfer the new and increasing workload from January through the start of school to the director's purview, as the board begins its transition to a policy governance model. The director (along with support staff), the startup ESP, and the volunteer committees, will then proceed along a timeline of tasks.

A general listing of tasks is as follows:

Timeframe	Business/HR	Facilities	Curriculum	Enrollment	Marketing	Technology	PTO
Late August	SCHOOL BEGINS!						
Mid August	<ul style="list-style-type: none"> ☑ Complete hiring all staff (janitorial, aides, office) • Train all staff in benefit programs and HR policy & procedures (coordinate with benefit providers) 	<ul style="list-style-type: none"> ☑ Final facility inspection • Create punch list • Assemble and move furnishings (work with PTO on coordinating volunteers) • Track where assets are located in building 	<ul style="list-style-type: none"> ☑ Number texts and curriculum materials • Move curriculum and materials into building and organize • Checkout C&M to teachers and distribute to rooms 	<ul style="list-style-type: none"> ☑ Gather final paperwork from parents • Complete collection of student records from previous schools • Assign any new enrollees to classes 	<ul style="list-style-type: none"> ☑ Publicize school's opening and ribbon cutting 	<ul style="list-style-type: none"> ☑ Final hookup and testing of school's computer network • Assign email addresses to all staff • Check computers out to staff; train staff on policy and use of technology 	<ul style="list-style-type: none"> ☑ Coordinate volunteers for all committees • Hold school launch activity and fundraiser • Collect volunteer forms from parents • Host facility open house
Early August	<ul style="list-style-type: none"> ☑ Finalize instructional staff and key office staff • Place ads for schoolhouse staff and any remaining positions • Instructional staff begins work as employees 	<ul style="list-style-type: none"> ☑ Work with builder and developer to resolve remaining problems or potential problems • Ensure and participate in building inspections 	<ul style="list-style-type: none"> ☑ Finish receiving ordered C&M • Call vendors for information on back-ordered items and develop contingency plans • Work with teachers on classroom specific supply requests 	<ul style="list-style-type: none"> ☑ Continue collecting student records from previous schools 	☑	☑	<ul style="list-style-type: none"> ☑ Host before school fundraising activity
Late July	☑	<ul style="list-style-type: none"> ☑ Work with builder and developer to resolve remaining major issues 	☑	<ul style="list-style-type: none"> ☑ Continue collecting student records from previous schools 	☑	☑	<ul style="list-style-type: none"> ☑ Finish preliminary carpool combinations and inform parents.
Mid July	☑	<ul style="list-style-type: none"> ☑ Schedule the school move-in; volunteers, tasks, etc. 	<ul style="list-style-type: none"> ☑ Prepare C&M for distribution 	<ul style="list-style-type: none"> ☑ Continue collecting student records from previous schools 	☑	<ul style="list-style-type: none"> ☑ Receive computers and coordinate with Facilities committee in inventory control 	☑
July	<ul style="list-style-type: none"> ☑ Business manager will begin assuming schoolhouse business and finance responsibilities • Hire Office Manager or School secretary • Hire additional administrative staff 	<ul style="list-style-type: none"> ☑ Solicit donations of some equipment (microwaves, fridges, toasters, carts, chairs) from parents and businesses 	☑	<ul style="list-style-type: none"> ☑ School Secretary or Office Manager will begin assuming schoolhouse enrollment responsibilities • Continue collecting student records from previous schools 	☑	☑	<ul style="list-style-type: none"> ☑ Begin developing carpool plans and putting together families.



	Administrative staff begins work as school employees						
Late June	☐ Implement medical and other benefit programs to be in place in July when more employees begin work	☐ Continue receiving and purchasing needed equipment and furnishings · Watch for used furniture from schools that may be closing or replacing equipment	☐	☐ Send final acceptance letters; deadline for acceptance is June 30	☐	☐ Purchase computers for students and teachers	☐
Mid June	☐ Compile necessary items for employee packets to include handbook, benefit program information, and legal paperwork	☐ When receiving equipment, count to ensure accuracy and quality, tag with asset tags, and track on asset tracking form.	☐ As curriculum purchases arrive, check for accuracy and quality · Number materials as they arrive and develop a tracking sheet for inventory control, especially if items are stored at different locations	☐ Collect enrollment paperwork from parents; enrollment deadline is June 15 · Begin placing students in classes	☐ Continue marketing as necessary to ensure adequate enrollment	☐	☐ Develop plans for parent volunteers, including forms, outreach, and organization
Early June	☐ Complete employee handbook and send to board for approval	☐ Develop inventory control procedures and order asset tags	☐ Watch ads for screaming deals on school supplies and make purchases as appropriate	☐ Make final push for applications	☐ Work with PTO to publicize summer events and general awareness of school and mission	☐	☐ Recommend any lunch program to board for approval
May	☐ Meet with benefit providers to customize benefit programs · Begin employee handbook draft · Submit budget for board approval	☐ Begin weekly building inspections · Use "Facilities Progress" form to track progress and document problems to builder and developer in writing · Sign service agreements with outside providers · Coordinate for temporary storage of furnishings and equipment	☐ Coordinate for temporary storage of curriculum and materials · Present classroom supply recommendations to board for approval	☐ Contact parents to receive enrollment information and forms. · Develop a "Health and Safety" form for parents to use for enrollment past regular deadlines	☐ Finish marketing plan execution	☐ Contact UEN (Utah Education Network) about providing free high speed internet for the school and verify infrastructure requirements are met; plan for alternate service if necessary	☐ Get proposals from caterers for school lunch program



April	<ul style="list-style-type: none"> Finalize teacher salaries based on legislation Develop salary agreements and sign with all current staff and new staff as hired Begin hiring additional administrative and instructional staff Draft Budget 	<ul style="list-style-type: none"> Inspect building progress bi-weekly Be really picky; no detail is too small— the builder is being paid to build it to your specifications Place all furnishings orders Apply for credit as necessary Present service recommendations to board for approval 	<ul style="list-style-type: none"> Place all C&M orders Apply for credit as necessary Begin analysis of classroom supply needs 	<ul style="list-style-type: none"> Receive acceptance letters. Deadline for initial acceptance is April 30. 	<ul style="list-style-type: none"> Execute marketing plan with goal of receiving applications from parents by May 31. 	<ul style="list-style-type: none"> Get board approval for any recommendations for equipment or services Create email accounts for any hired staff 	<ul style="list-style-type: none"> Finalize dress code and submit recommendations to board for approval Host Spring Fund-raising activity
March	<ul style="list-style-type: none"> Attend teacher hiring fairs and interview teaching staff Send offer letters 	<ul style="list-style-type: none"> Create "Facilities Progress" form to track construction problems and progress 	<ul style="list-style-type: none"> Finalize curriculum recommendations and present to board for approval Seek competitive 	<ul style="list-style-type: none"> Make follow up calls to enrolled parents; dog them and make sure they return acceptance forms and 	<ul style="list-style-type: none"> Develop marketing plan and budget for April through June and submit to board for approval 	<ul style="list-style-type: none"> Finalize network plans and budgets Find email service and create board email addresses, if 	<ul style="list-style-type: none"> Draft dress code standards Investigate school lunch requirements and options
	<ul style="list-style-type: none"> and follow up Review legislative action related to school funding and regulations 	<ul style="list-style-type: none"> Get proposals from providers of goods and services for school facilities (see Startup Facilities List); present recommendations to board for approval Research options for low-cost or used furnishings Evaluate cost/benefits of purchase versus lease of certain goods and services 	<ul style="list-style-type: none"> bids from various vendors to ensure best value (use bid tracking form) 	<ul style="list-style-type: none"> other paperwork 		<ul style="list-style-type: none"> not already done 	
February	<ul style="list-style-type: none"> Register for teacher fairs Place ads for teachers on teachers-teachers.com and other places 	<ul style="list-style-type: none"> Begin regular inspections of building site 		<ul style="list-style-type: none"> Big push for applications by third Friday in February Hold initial lottery and send enrollment packets to lucky parents 	<ul style="list-style-type: none"> Big push for applications by the third Friday in February 		



January	Establish Executive Committees
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This timeline does not list all meetings that the director or support staff will attend. The timing, frequency, and location of these meetings is not known. However, the school director or his designee will attend state-and mentor-provided trainings in:

- Student Information Systems and requirements
- Teacher licensure requirements and CACTUS
- Special Education
- Title I
- School Lunch
- Charter Directors’ meetings
- Utah Consolidated Application
- Assessment and accreditation
- Other required meetings

The school’s plan also calls for flexibility. Over time, the charter school industry learns from experience how to do things better. CCA anticipates that in the two years between the submission of this application and the start of school, new state systems may be in place than exist today. New training programs will be available. New resources can be shared. New experts will emerge. CCA will take advantage of these to ensure the most efficient possible preparation.

CCA believes that the entirety of this plan is reasonable, based on our research of the industry’s best practices, and is likely to succeed. That success will be enhanced by full enrollment, but the school will be able to adjust to likely scenarios with contingencies. In either case, the school will be well-prepared, well-trained, and will execute a well-designed business plan.

Section Eight – Education Service Provider

The Capstone Classical Academy Board of Directors will be issuing an RFP for a management service provider once the school is approved by the state. Currently there is a contract in place with Charter Solutions for the pre-application phase (see appendix F). The current provider was chosen due to a working relationship between the provider and another charter school where CCA’s Director served as Director of Curriculum and Instruction. The Director and the Board are confident that required reporting, proper payroll and tax filings will be better served by an expert in the field of Charter School Management.

Capstone Classical Academy will be looking to work with an ESP, more specifically Charter Solutions if possible, to handle the financial management and building management processes. However, the proper rules for procurement will be followed according to 63G-6A and R277113 in order to contract with an ESP after approval.

Charter Solutions currently serves 19 Charter Schools successfully throughout Utah and has been in operation for almost ten years. Schools managed by Charter Solutions are the following:

Athenian Academy – Matt Throckmorton
Endeavor Hall
Excelsior Academy – Shelly Taylor
Gateway Preparatory Academy – Rob Lee
Itineris Early College High School
Lakeview Academy – Cory Thorson
Lumen Scholar Institute
Merit College Preparatory Academy – Kim Mitchell
Moab Charter School
Roots Charter High School
Navigator Pointe Academy
Pacific Heritage Academy
Paradigm Charter Schools
Providence Hall – Rob Enger
Salt Lake School for the Performing Arts
Soldier Hollow Charter School
The Terra Academy
Utah Military Academy – Matt Throckmorton
Weilenmann School of Discovery

Using an ESP for school management fits well with the purposes of CCA so that more money can be allocated to paying teachers; one of our prime focuses, rather than administrative overhead. The mission of the school is to educate excellently which requires administrators to be out of their offices, interacting with the students and mentors during the school day. In order for that to be feasible, CCA needs the paperwork and management support that Charter Solutions will provide.

The Board is interested in a working partnership with Charter Solutions since they have invested time and energy in educating our Board, answering questions, and helping to write this document. Paradigm High School, a classical high school similar to CCA, highly recommends this ESP.

Internally the Director and assigned financial manager will work directly with Charter Solutions. The CPA sitting on the Board will review all financials each month prior to the Board meeting, and address any concerns at that meeting. The Board CPA will be in contact with the ESP continually with set expectations of when tasks will be completed and contracts initiated. With a Board Member, the Director, and a Financial Manager from Charter Solutions, we believe we can manage this school efficiently.

Charter Solutions provides good governance practices by having responsibilities assigned to various members of the Board and Administration, helping to keep all financial decisions transparent. Adhering to the generally accepted accounting principles, Charter Solutions will keep CCA from errors in management due to inexperience or ignorance.

In the case of termination of contract by the ESP, the Board of Directors will contact a number of other management organizations to take over those responsibilities. The Board is aware of three such organizations that are close geographically and can serve these purposes.



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Appendix A: List of Administrative Rules

Capstone Classical Academy is not seeking any waivers at this time.



Appendix B: Board Background Info

Background information Sheet (Susan Goers)

Provide the following information on each startup board member and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name: Susan Goers

Role with school: Founder/Director

Expertise: Education

Statement of Intent: Using as much space as necessary below, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

As the founder of Capstone Classical Academy, Susan is serving as the Registered Agent for the non-profit corporation and will serve as the Director when the school opens. As an educator for the past 32 years, and the 2011 Charter School Educator of the Year in the state of Utah, Susan has enjoyed a wide scope of experiences throughout her professional career. Susan's past positions have included Director of Curriculum and Instruction in a 7-12 Charter School, Teacher Mentor for EYE Program, Professional Development Coordinator, Assessment Director, Chapter Leader and Administrator for co-operational learning, elementary, middle, high school, and post-secondary teacher with emphasis in English, Science, and Teacher Development. School models include Charter, Private, Public, and Homeschooling arena. Serving on the Accreditation Team for AdvancEd, Susan has traveled the state of Utah spending critical time at many public high schools. Susan has also traveled to Finland and Sweden with her doctoral cohort to observe educational models and bring back to the US ideas for implementation. Capstone Classical Academy will include Finnish elements in its structure and method of instruction.

Susan earned her Bachelor of Science Degree at Nazareth College of Rochester, her Master's Degree in Curriculum and Instruction from Western Governors University and is completing an Ed.D (2016) in Transformational Leadership from Concordia University.

Not-for-Profit History: Using as much space as necessary below, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

1988 – 1994 Susan’s husband was CEO of the Crisis Pregnancy Center in Palmyra, NY and Susan served as the administrative assistant. From 1988-2007 Susan ran a chapter of the NYS Homeschool Association, a non-profit association, as well as served as a club leader and county trainer for Cornell Cooperative Extension 4-H program. Through these experiences Susan sat on many Boards as both a volunteer and parent. Coupled with educational experience, Mrs. Goers understands non-profit foundations, grant searching and writing, and how to gather people behind a cause and organization.

Employment History: Using as much space as necessary below, provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

- 2015-Present – Doctoral Fellowship –Completing Dissertation
- 2014-2015 – Director of Curriculum and Instruction – Utah Military Academy
- 2010-2014 – Good Foundations Academy Middle School Teacher, teacher trainer, NJFL Coach, MathCounts Coach.
- 2009-2010 – Layton Christian Academy – 11th/12th Grade English, Anatomy and Physiology. National Forensics Coach
- 1990-2009 – Administration of Homeschool Chapter while teaching various grades, 4 - 12

Education History: Using as much space as necessary below, provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

- 1984 – Bachelor of Science – Nazareth College of Rochester, Rochester, NY
- 2012 – Master of Science – Western Governors University, Salt Lake City, UT
- 2016 – Doctorate of Education – Concordia University, Portland, OR

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Capstone Classical Academy, Inc. CHARTER SCHOOL. I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Applicant’s Signature Susan M. Goers



Background Information Sheet (Christopher Gurnee)

Provide the following information on each startup board member and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name: Christopher J Gurnee

Role with school: Founding Board

Expertise: 21 year Successful Business Owner, Investment Advisor Representative and Fiduciary, Registered Representative, Licensed Insurance Agent

Statement of Intent: Using as much space as necessary below, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

As President of the Board of Directors, my role is to assist with the foundation of Capstone Classical Academy. My primary role will involve preparing for and attending regular board meetings where I hope to provide valuable input and vote on various school issues. This will include the need to stay informed regarding school policies, governance, employment matters, finances, and curriculum, among other things. I will base my decisions on what is best for the beneficiaries, and put them and the mission of the school first. In addition, a clear skill set for the President is needed to focus, develop, nurture and at time(s) create relationships with other board members, to thrive and grow to benefit Capstone Classical Academy's students and families in our community.

Not-for-Profit History: Using as much space as necessary below, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

My experience stems from the roots of owning and operating two successful businesses for over 21 years, building each from the ground up. The overlap of my prudent business fiduciary responsibilities, along with legal and ethical relationships of trust have positioned me to serve as President on the founding board of Capstone Classical Academy. My business experience will be crucial in helping to build the business organization of the school. Although, I do not have any service experience with non-profit corporations, I have served as President on three other boards, using my organizational philosophies to help build successful businesses. It is through these experiences I plan to serve Capstone

Classical Academy, by utilizing the skills I have learned, including group organization, fiduciary management, leadership, solid work ethic, and critical problem solving.

Employment History: Using as much space as necessary below, provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

Cornerstone Financial and Associates, Inc. - President and Owner since

September, 2004

- High-profile ownership and management position, accountable for soliciting new individual, personal, and business accounts while developing strategic relationships with clientele.
- Fiduciary responsibilities, holding a legal and ethical relationship of trust with clientele, while prudently taking care of their money or other assets.
- Client account administration, which includes interfacing with clients at all levels, organizing financial goals, redistribution of account holdings, and successful periodic account reporting
- Deliver perspective client workshops and seminars which are designed to educate clients while creating new client opportunities.
- Devise and implement innovative marketing principles and promotional sales events to further support corporate financial growth.
- Counsel high net-worth individuals and business in 11 states, with regard to investment opportunities, risk analysis, and monetary returns.

Highlights:

- Broker/Dealer affiliation is Foresters Equity Services Company, based in San Diego, CA.
- Current Gross Dealer Commission placement in the top 1% of all Registered Representatives at Foresters Equity Services, of approximately 425 representatives.
- Exceeding \$55 million in Accounts Under Management and Advisory Services, including annuity premiums.

Expressive Tile, Inc. - President and Owner

- Direct and manage daily operations for a natural stone, ceramic and tile installation business, including scheduling, material supply, and marketing.
- Hire, train, manage, and schedule employees using “hands on approach”.
- Services more than twenty general contractors while continuing to service repeating customer accounts and referrals.



- Several successive 1st Prize Awards in the “Parade of Homes” for artistic tile design and installation.
- S-290 General Masonry Contractor

Education History: Using as much space as necessary below, provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

- Annual Education Continuum Courses, too many to list.
- Series 6 licensed, which is administered by the Financial Industry Regulatory Authority (**FINRA**) which covers topics on mutual funds, variable annuities, securities and tax regulations, retirement plans and insurance products.
- Utah Series 63 licensed, which entitles the holder to solicit orders for any type of security in a particular state. Securities agents must acquire the Series 63 license, to sell securities.
- Series 65 licensed, which is the Uniform Investment Adviser Law Examination, covering laws, regulations, ethics and topics such as retirement planning, portfolio management strategies and fiduciary responsibilities. The exam itself is administered by FINRA.
- Weber State University – General Studies

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Capstone Classical Academy, Inc. CHARTER SCHOOL. I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Applicant's Signature _____



Background information Sheet (Aaron Stringer)

Provide the following information on each startup board member and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name: T. Aaron Stringer

Role with school: Board Member

Expertise: Legal research and writing; legal compliance.

Statement of Intent: Using as much space as necessary below, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

As a member of the Board of Directors, my primary role will involve preparing for and attending regular board meetings where I hope to provide valuable input and vote on various school issues. This will include the need to stay informed regarding school policies, governance, employment matters, finances, and curriculum, among other things.

As an attorney, I hope to help the board with insight regarding legal matters, including interpretation of relevant state and federal statutes. This is incredibly important given the rather strict guidelines by which a charter school is governed and the importance of complying with rules and regulations that any business is faced with.

The application as written has my full support and commitment. From my own learning experience, I can imagine how the methods described will be successful in providing children with what they need to succeed and prosper in real life without sacrificing their childhood or relationship with family.

Not-for-Profit History: Using as much space as necessary below, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

Most recently, I served as Secretary for a term of one year for the Kiwanis Club of Ogden where I prepared the agenda and kept meeting minutes for our weekly meeting. I also helped organize and run fundraisers and search for deserving recipients of scholarships and other awards given by the group.

While in law school, I served as secretary for the Willamette Chapter of the J. Reuben Clark Law Society where I prepared agendas and meeting minutes and helped organize events and volunteer opportunities for members. At the time I was also an editor for the Willamette Sports Law Journal and the Willamette Law Online – Intellectual Property Edition. In addition to my editing responsibilities, I also took part in organizational meetings and decisions for both groups.

Employment History: Using as much space as necessary below, provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

- Attorney/Owner at T. Aaron Stringer, Attorney-at-Law, PC from 2013 to present.
 - Appeared in State and Federal courts representing clients in probate, guardianship, adoption, and bankruptcy matters.
 - Drafted wills, trusts and other estate planning documents.
 - Created office procedures, managed employees, and coordinated marketing strategies, including
 - Presentations before the public and other professionals.
- Associate Attorney at Justin M. Myers, Attorney-at-Law, LLC from 2010 to 2013.
 - Advised potential clients regarding Chapter 7 & 13 bankruptcy options.
 - Appeared in Meetings of Creditors and court hearings on behalf of clients.
 - Drafted and filed motions and pleadings with Federal Bankruptcy Court.
- Law Clerk at Deryl K. Nielsen, P.C. from 2007 to 2009.
 - Performed legal research on various topics as needed.
 - Prepared drafts of documents including wills, trusts, deeds and contracts.
 - Gathered and organized facts and documents for efficient use as evidence.

Education History: Using as much space as necessary below, provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

- Juris Doctorate, July 2006 - May 2009, Willamette University College of Law, Salem, Oregon;
- Graduate Certificate in Conflict Resolution, July 2009 - May 2010, University of Utah, SLC, Utah;
- Bachelor of Arts, History, July 1999 – May 2006, University of Utah, Salt Lake City, Utah;
- Bachelor of Arts, International Studies, July 1999 – May 2006, University of Utah, Salt Lake City, Utah;
- Minor in French, July 1999 – May 2006, University of Utah, Salt Lake City, Utah.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Capstone Classical Academy, Inc. CHARTER SCHOOL. I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Applicant's Signature 



Background Information Sheet (Brittini Donnelson)

Provide the following information on each startup board member and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name: Brittini Donnelson

Role with school: Board Member (Secretary)

Expertise: Grant writing, non-profit management and leadership, small business administration and operation.

Statement of Intent: Using as much space as necessary below, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

As the CCA Secretary I am honored with the privilege of maintaining, modifying, and documenting all necessary information, policies and procedures that pertain to CCA. My involvement with Capstone Classical Academy will extend but is not limited to, attending regular board meetings, assisting in the monitoring of CCA's finances, governance, and educational standards.

Through previous non-profit volunteer and employment opportunities both in the educational sector and private sector, my knowledge base and experience extend more than decade. I have both served and been employed by non-profit organizations and currently am receiving my certification in Non-Profit Management from the University of Central Florida.

Not-for-Profit History: Using as much space as necessary below, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

In past history I have been a student ambassador on the Christian non-profit school board Christian Heritage School, and have also been employed by the non-profit church Washington Heights. Voluntarily I have also been a part of the non-profit Pregnancy Care Center of Ogden. These experiences have given me a diverse background into the varying types of non-profits, but also allowed me to learn and develop a knowledge base for their role in the community.

Employment History: Using as much space as necessary below, provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

2015-Current: Feller & Wendt, LLC, Settlement Manager & Paralegal

- Drafting and filing legal documents with the Utah Courts.
- Managing case portfolio and client relationships.
- Conducting legal research and organizing potential evidence.
- Management of Settlement Division and its paralegals.

2012-2014 Utah Certified Development Company: Administrative Assistant

- 501 Small Business loans administrative support.
- Administrative support to President and Vice President.
- Administrative support to Board of Directors.

2011-2012 A Mile in My Shoes, Inc.: Grant Writer

- Searching, writing and submitting grants.
- Administration support to founders.
- Communication with community business and schools.

2006-2011 Washington Heights Church: Early Childhood Director

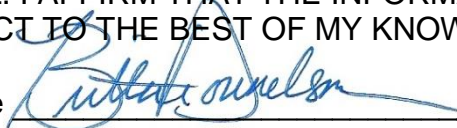
- Development of educational programs.
- Management and leadership of numerous volunteers.
- Support and planning of budgets.
- Assisting in drafting Emergency Preparedness Policies and Procedures.

Education History: Using as much space as necessary below, provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

- 2011 Weber State University, Paralegal Certification
- 2016 University of Central Florida, Grant Writing & Non-Profit Management Certification

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Applicant's Signature



Background Information Sheet (Patrick Munson)

Provide the following information on each startup board member and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name: Patrick J Munson

Role with school: Board of Directors - Treasurer

Expertise: Certified Public Accountant

Statement of Intent: Using as much space as necessary below, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

As a member of the board of directors, specifically as Treasurer, my intent is to provide meaningful guidance, insight, and diversity to the board. I have been in the financial industry and public accounting for 9 years, most of which time has been involved directly with independent auditing, tax preparation, and advising of various non-profit and local government organizations. Additionally, I have always had a passion for learning and education. I am committed to joining efforts with the board and administration of Capstone Classical Academy in accomplishing our mission and vision in developing the future scholars of our community.

Not-for-Profit History: Using as much space as necessary below, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

As a CPA, my participation and management of independent financial statement and grant compliance audits for nonprofit organizations has exposed me to broad experiences with organization management and governance. Independent auditors work closely with non-profit directors and governing boards in testing and reporting on various aspects of the organization; including, but not limited to grant compliance, financial internal controls and budgeting. I have also functioned as the treasurer of a small non-profit focused on providing networking opportunities for small business leaders.

Employment History: Using as much space as necessary below, provide your employment history that supports your qualifications and relates your

experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

For the past 4 years, I have worked as a senior manager at Adams & Petersen, CPAs. I am involved in the overall management of both workflow and staffing for the firm. Each project involves managing the work to be performed and efficiency in which it is accomplished. Additionally, much of the services we provide revolve around consulting and advising business owners in financial management. In my 8 years of public practice, I have worked with organization and business leaders from industries in wide variety. Each organization is unique in its purpose. Adapting general principles and guidelines to fit each case has been critical to my success as a professional.

Manager – Adams & Petersen, CPAs LLC	August 2012 - Current
Staff Accountant – Ulrich and Associates, PC	December 2010 – September 2012
Staff Accountant – Jones Simkins, PC	January 2009 – December 2010
Financial Analyst – ATK Launch Systems	May 2008 – January 2009

Education History: Using as much space as necessary below, provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

Certified Public Accounting - Licensed in Utah since 2010

Masters of Business Administration, Accounting Emphasis
Utah State University – 2010

Bachelors of Science, Accounting Major
Utah State University – 2009
Summa Cum Laude and Presidential Academic Excellence Scholar

Member of the American Institute of CPAs and the Utah Association of CPAs

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Applicant's Signature *Patrick Munson*

Background Information Sheet (Tammi Ross)

Provide the following information on each startup board member and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name: Tammi JC Ross

Role with school: Trustee & Parent

Expertise: Individual Learning Plan Developer, Teacher

Statement of Intent: Using as much space as necessary below, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

I am committed to helping Capstone Classical Academy become a reality. I have experience with researching and developing individual education plans and teaching. Education that is based on mastery is the foundation that students need to be successful and productive adults.

Not-for-Profit History: Using as much space as necessary below, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

I do not have experience with not-for-profit management and operation, but I am a quick learner. During the next six months, I am planning on getting a certification for grant writing, so that I may use this to help get funding for Capstone.

Employment History: Using as much space as necessary below, provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

I have been a stay-at-home mom for the last 17 years so that I could raise and educate our three children, while my husband was a career US Marine. We have used charter schools, cooperatives, and home school to educate our children. I have been in charge of researching, designing and adjusting curriculum for each of the children based on their individual learning styles. For two years, I ran a small business that built trauma

first-aid kits for frontline military troops. I taught as a Montessori assistant for two years, one year was my internship and the other was when my son was attending a school.

Education History: Using as much space as necessary below, provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

- Coe College (1989-1990)
- Indian Hills Community College (1990)
- University of Iowa (1991-1994) B.S. Psychology.
- Center for Montessori Teacher Education North Carolina (1994-1996).

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Applicant's Signature *Jammi J. P. Ross*

Background information Sheet (Lynn Hinckley)

Provide the following information on each startup board member and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name: Lynn Hinckley

Role with school: Administration/Counseling

Expertise: Education Administration and Counseling

Statement of Intent: Using as much space as necessary below, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

It is my intent to use my administrative and leadership experience to assist the board in opening a rigorous school based on the classical model to prepare students for future service and careers in society. I have full confidence that the application as written will serve the needs of the students and the community.

Not-for-Profit History: Using as much space as necessary below, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

I have little experience in non-profit organization. I do, however, have 30 years experience in traditional public education as a teacher, counselor and administrator. I was the academic director for a charter school opening on an accelerated schedule. I also have 26 years' experience as an officer in the Utah Army National Guard.

Employment History: Using as much space as necessary below, provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

I worked for 25 years in Granite School District as a teacher, coach, counselor and assistant principal. I then spent 5 years with Ogden School District as an administrator.

27 years were in junior high/middle school and 3 years in high schools. I served as an Engineer Officer in the Utah Army National Guard including a 6 month deployment to Germany during Operation Desert Storm, a 15 month deployment including one year on the ground in Iraq, during Operation Iraqi Freedom and 6 years as a commander and staff officer for Warrior Transition Command, taking care of wounded and ill Soldiers. I have 2 years' experience as a counselor for an online charter school and 15 months during the startup of a fast tracked 7 to 12th grade charter school.

Education History: Using as much space as necessary below, provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

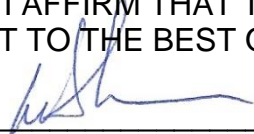
- B.S. USU Major Psychology Minor Physical Education 1977
- M.S. USU Major School Counseling 1994
- Endorsement USU Educational Administration 1998

Military Education:

- Composite Risk Management Basic Course 2011
- Human Resource Management Qualification Course 2004
- Command and General Staff College 2002
- Combined Arms and Services Staff School 1997
- Engineer Officer Advanced Course 1995
- Engineer Officer Basic Course 1989
- Officer Candidate School 1988
- Basic Training AIT (Honor Graduate) 1986

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Applicant's Signature _____




Appendix C: Articles of Incorporation

File Number: 9687061

**Non-Profit Corporation Articles
ARTICLES OF INCORPORATION
OF
Capstone Classical Academy, Inc.**

We, the undersigned natural persons all being of the age of eighteen years or more, acting as incorporators under the Utah Revised Nonprofit Corporation Act, adopt the following Articles of Incorporation for such Corporation:

ARTICLE I

Name

The name of the corporation is Capstone Classical Academy, Inc.

ARTICLE II

Purpose

NAICS - 6116 - Charter School

To engage in any and all other lawful purposes, activities and pursuits, which are substantially similar to the foregoing and which are or may hereafter be authorized by Section 501(c)(3) of the Internal Revenue Code and are consistent with those powers described in the Utah Nonprofit Corporation and Cooperation Association Act, as amended and supplemented.

ARTICLE III

Name and Address of Registered Agent

The address of the corporation's initial registered office shall be:

2307 North 2850 West
Plain City, Utah 84404

The corporation's initial registered agent at such address shall be:

Susan Marie Goers





ARTICLE IV

Names and Addresses of Incorporators

The name(s) and address(es) of the incorporators are:

Incorporator #1
Susan Marie Goers
2307N 2850W
Plain City, UT 84404
Susan M. Goers (POA or AIF)
Signature

In Witness Whereof I / We have executed these Articles of Incorporation on 5 February, 2016 and say:

That they are all incorporators herein; that they have read the above and foregoing Articles of Incorporation; know the contents thereof and that the same is true to the best of their knowledge and belief, excepting as to matters herein alleged upon information and belief and as to those matters they believe to be true.

ARTICLE V

Members

The nonprofit corporation will have voting members

ARTICLE VI

Shares

The nonprofit corporation will not issue shares evidencing membership or interests in water or other property rights.

ARTICLE VII

Directors/Trustees

The name(s), address(es) and signature(s) of the director(s)/trustee(s) are:

Trustee #1

Christopher Gurnee
6043 Park Vista Drive
South Ogden, UT 84405
Susan M. Goers (POA or AIF)
Signature

Trustee #2

Brittni Donnelson
5361 South 7500 West
Hooper, Utah 84315
Susan M. Goers (POA or AIF)
Signature

Trustee #3

Lynn Hinckley
3834 West 1800 North
Clearfield, Utah 84015
Susan M. Goers (POA or AIF)
Signature

ARTICLE VIII

The period of duration of this corporation is perpetual.

ARTICLE IX PRINCIPAL PLACE OF BUSINESS

The street address of the principal place of the business is:

2307 North 2850 West
Plain City, Utah 84404

Under GRAMA {63-2-201}, all registration information maintained by the Division is classified as public record. For confidentiality purposes, the business entity physical address may be provided rather than the residential or private address of any individual affiliated with the entity.

The amended and restated Articles of Incorporation are submitted to the state as of 11/16/16 with the addition of a dissolution clause.



AMENDED AND RESTATED
ARTICLES OF INCORPORATION
OF CAPSTONE CLASSICAL ACADEMY, INC.
A NONPROFIT CORPORATION

The Articles of Incorporation of Capstone Classical Academy, Inc., submitted and approved February 5, 2016 and as amended, shall be, and the same is hereby canceled, annulled and rescinded and in lieu thereof the following shall be, and the same is hereby substituted:

1. **Purpose:** The purpose for this nonprofit corporation is the organization and running of a charter school for the education of children under “The Utah Charter Schools Act” (Utah Code 53A-1a-501 et. seq.) and for other charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any applicable or future United States Revenue Law,). It is the intent of the initial incorporators to create a non-profit corporation to which contributions made are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or corresponding provision of any applicable or future United State Revenue Law). This purpose specifically includes the creation of a charter school entity in which a classical education curriculum is utilized to provide rigorous, accelerated educational and technological programs to motivate students towards college degrees and other advanced higher education. The creation and administration of Capstone Classical Academy, Inc. will be in accordance with all applicable Utah Charter School provisions, regulations, and laws under the Utah Code. Capstone Classical Academy, Inc. maintains a non-discrimination policy and does not discriminate against applicants, students, or faculty on the basis of race, color, national or ethnic



origin, age, disability, life style, religion, or gender. In addition, this nonprofit corporation is organized for any other legal purpose allowed under Utah's Revised Nonprofit Corporation Act.

2. **Name:** The name of the nonprofit corporation is CAPSTONE CLASSICAL ACADEMY, INC.

3. **Period of Duration:** The period of duration of the company will be perpetual.

4. **Designated Office:** The street address of the principal place of the business is:
2307 N 2850 W
Plain City, UT 84404

5. **Address/Registered Agent:** The address of the initial registered office/agent of the nonprofit corporation is 2307 N 2850 W, Plain City, Utah 84404. The name of its initial registered agent at such address is Susan M. Goers.

6. **Trustees:** The names and addresses of each trustee of Capstone Classical Academy, Inc. includes:

Trustee #1: Christopher Gurnee
6043 Park Vista Drive
South Ogden, UT 84405

Trustee #2: Brittni Donnelson
5361 S 7500 W
Hooper, Utah 84315

Trustee #3: Lynn Hinckley
3834 W 1800 N
Clearfield, UT 84015

7. **Incorporator:** The name and address of the incorporator of Capstone Classical Academy, Inc. is:



Incorporator: Susan Marie Goers
2307 N 2850 W
Plain City, Utah 84404

8. **Voting Privileges:** Only the voting members of the Board of Directors, as governed by the Bylaws of the nonprofit corporation, Capstone Classical Academy, Inc., shall have voting privileges.
9. **Stock Shares:** No stock shares shall be issued evidencing membership in Capstone Classical Academy, Inc.
10. **Debts of the Nonprofit Corporation:** Neither the charter school authorizer nor the state of Utah, including an agency of the state of Utah, is liable for the debts or financial obligations of Capstone Classical Academy, Inc. or persons or entities that operate Capstone Classical Academy, Inc.
11. **Bylaws:** The Board of Directors of the nonprofit corporation, Capstone Classical Academy, may form Bylaws and incorporate any provisions therein not inconsistent with law.
12. **Management:** The management of the company is reserved to the Board of Directors of Capstone Classical Academy, Inc. in accordance with the approved Bylaws.
13. **Distribution of Assets Upon Dissolution:** Upon dissolution, assets of the nonprofit corporation, Capstone Classical Academy, Inc., shall be distributed first by paying or making provision for payment, discharge, or by making adequate provisions to discharge the liability and obligations of the school to the extent of the school's assets and as required by Utah Code 53A-1a-510.5((4)) (or as this Utah Code section is amended in the future or by further supplemental regulations of the Utah State Board of Education). Thereafter, assets shall be



distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose, and in full compliance with all Utah laws concerning the distribution of assets of a Utah charter school and specifically with The Utah Charter Schools Act (Utah Code 53A-1a-501 et. seq.).



Appendix D: Governing Board Bylaws

The Board of Directors of Capstone Classical Academy submits the following description of the governance and operation of Capstone, including the nature and extent of parental, professional educator, and community involvement in the governance and operation of Capstone.

Rules of Governance/Bylaws

I. Board of Directors

- 1.1 The Board of Directors shall govern the affairs of Capstone Classical Academy and shall be responsible for governing the school according to these Rules of Governance.
- 1.2 The initial Board of Directors shall consist of five members of the Founders Committee, two of which shall be the original incorporators. Current members shall serve until the opening school year, then three of the members shall serve in their positions until May 31, 2020. Two of the members shall serve in current positions until May 31, 2021. Except for the initial Board of Directors, the term of a Board member shall be three years in any one position.
- 1.3 The Board of Directors shall consist of the following:
 - a. Voting Members
 1. The Board of Directors shall consist of five - seven voting members.
 2. At least one of the voting member shall be a parent of Capstone Classical Academy students. Ideally two, one parent for middle school and one parent for high school.
 3. The other members may be a member of the community at large.
 4. If a child of a board member is no longer enrolled at the school during the term of the parent, the parent shall be allowed to complete his or her term.
 5. No voting member of the Board shall receive compensation for their role as a member of the Board or other than the secretary if the Board sees fit.
 - b. Non-voting members
 1. The Director of Capstone Classical Academy or his/her designee shall serve as a non-voting member of the Board as well as the Counseling Director and the SPED Director.
- 1.4 Duties and Powers
 - a. To have oversight responsibility for all aspects of the school and its educational program;
 - b. To determine school policy, in accordance with Capstone Classical Academy's mission, goals, and educational program;
 - c. To approve a budget for each school year based on the District funds allocated to the school;



- d. To create standing committees and appoint a chairperson of each committee including a Hiring Committee, a Fundraising Committee, a Parent/Teacher committee and other committees as needed;
- e. To approve personnel selection procedures consistent with legal requirements, to be used by the Hiring Committee;
- f. To hire and terminate the Senior Director and determine his or her compensation;
- g. To provide a performance evaluation of the Senior Director;
- h. To create and maintain a strategic and long-range plan for the school;
- i. To promote enrollment in the school;
- j. To appoint at least one voting Board member to serve on the Hiring Committee;
- k. To appoint one Board member to serve on the Fundraising Committee;
- l. To appoint one Board member to serve on the Parent/Teacher committee;
- m. To appoint one Board member to serve as liaison with the Board of Education and the District Administration;
- n. To be responsible for the fiscal management of Capstone Classical Academy within the limitations of any funding provided by the District and other revenues derived by Capstone Classical Academy consistent with law, and to have authority to independently exercise, also consistent with federal and state law, the following powers, including such other powers as provided for elsewhere in the school's Charter, including the power to delegate such powers individually to the Senior Director:
 - 1. Contract for good and services;
 - 2. prepare a budget;
 - 3. procure insurance;
 - 4. lease and/or purchase land/facilities for school purposes;
 - 5. purchase, lease or rent furniture, equipment and supplies;
 - 6. accept and expend gifts, donations or grants of any kind in accordance with such conditions prescribed by the donor as are consistent with law and not contrary to any terms of the Charter.
- o. To create, amend and approve the By-laws.

II. Voting Membership/Membership Meetings/Elections

- 2.1 The voting members of the Board of Directors shall constitute the voting membership of Capstone Classical Academy. Each member shall have one vote. The Board Chair has the option of voting to break a tie, or to vote on matters that are concerning to him or her.
- 2.2 The role of a member shall include:
 - a. attending general meetings;
 - b. staying informed on school issues by reading the school's newsletters and communications;
 - c. electing the new members of the Board of Directors;
 - d. communicating opinions to the Board of Directors; and



- e. serving/participating in volunteer roles whenever possible.
 - f. performing functions on the job description provided.
 - g. being properly covered with Directors and Officers Insurance
 - h. Supporting all voted upon Board decisions in a unified manner.
 - i. following all policies regarding communications and behavior
 - j. Supporting publically the Director and Administration of the school.
- 2.3 Upon non-attendance of three BOD meetings, without outstanding circumstances, Board member will relinquish his or her position.
- 2.4 Board of Directors shall, by a majority vote, remove a Board member who does not hold to the mission and vision of the school, or has not taken his or her action items to completion, or has performed an act outside the scope of Board Member and has put the reputation of the school in jeopardy.
- 2.5 Meetings shall be held at the school or a location specified by the Board of Directors. Directors are expected to attend any and all monthly/quarterly meetings.
- 2.6 Minutes and audio recordings of such meetings shall be kept by the Secretary.
- 2.7 Nominations for the Board of Directors
- a. Standing Board Members will be responsible to generate nominees for future seats on the Board. Names will be given to the Nominating Committee.
 - b. The Nominating Committee shall contact potential Board members and invite them to be present at three Board meetings, sharing their input and suggestions when appropriate. During the three months the candidates will read two books of the Board's choosing and share their opinions at the fourth meeting they attend. The two books are currently "Why Johnny Doesn't Know Right from Wrong", and "Cultural Literacy". Potential Board members will also familiarize themselves with classical education, Hillsdale College and Westminster College.
- 2.8 Elections for the Board of Directors
- a. Members of Capstone Classical Academy Board shall vote for candidates for members of the Board based on what they have learned of the person over the three months of Board Meetings.
 - b. Members may vote for as many candidates as there are vacancies to be filled.
 - c. Election of the members of the Board will be determined by a majority of the votes cast.
 - d. To provide continuity of leadership, newly elected Board members shall attend Board meetings as non- voting members until they formally assume their duties as Directors. All new Board members will be sworn in by the Chairman of the Board at their first official meeting.
 - e. The term of office will be three years beginning June 1 of the year elected, and ending May 31 of the third year, or any part of a year.



- f. The Nominating Committee shall run all elections for the Board and tabulate results, which they shall certify to the Board at the first Board meeting following the conclusion of the election.

III. Meetings and Decision-making

- 3.1 Regular Meetings of the Board of Directors
 - a. Regular meetings of the Board shall be held at least 10 times per year for the first year and then 8 times per year following.
 - b. Meetings are open to the public, and notice of all meetings of the Board shall be given by posting in a designated public place at least 24 hours in advance, in accordance with Utah State Law (Open Meetings Law).
 - c. Executive sessions shall be held only at posted regular or special meetings for the sole purpose of discussing personnel, legal, real estate, and other limited matters, in accordance with state law.
- 3.2 Quorum
 - a. At any meeting of the Board, a majority of the Board members shall constitute a quorum for the transaction of business.
 - b. Except when a larger vote is required by these Rules of Governance, the affirmative vote of a majority of the Board members shall decide any question.
 - c. A tie vote of the Board constitutes a failure of that item to pass.
- 3.3 Parliamentary Authority
 - a. The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the Board of Directors in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the Board of Directors may adopt.

IV. Duties of the Officers of the Board of Directors

- 4.1 The President shall preside at all meetings of the Board of Directors, prepare (with the aid of the school Director) and distribute an agenda for all meetings, coordinate the work of the officers of the Board, and act as the official representative of the Board to the school community.
- 4.2 The Vice-President shall perform all duties of the President in his/her absence, and assist the President as necessary.
- 4.3 The Treasurer shall do, or delegate to a Senior director and review the handling by the delegated Senior Director, the following things: be responsible for all funds and securities of Capstone Classical Academy, have oversight responsibility for the annual audit, receive and give receipts for money due the school; deposit all such money in the name of the school in such banks, trust companies or other depositories; have final responsibility for the financial statements of Capstone Classical Academy; serve as a member of the Budget Committee, and ensure that any grant monies received are expended consistently with the terms of such grants.



- 4.4 The Secretary shall keep a record of all minutes of the Board of Directors and general membership meetings, distribute copies of the minutes to the Board of Directors, and keep and make available to the public copies of the minutes, and audio recording tapes, Board of Director Policies, By-laws and all written committee reports.

V. Standing Committee Responsibilities

- 5.1 Standing Committee members shall be responsible for gathering information, exploring options, reporting on progress made toward meeting goals, and bringing recommendations to the Board of Directors for discussion and action.
- 5.2 All committee chairpersons shall be appointed by the Board and shall consist of parent volunteers and any interested community member or a Capstone Classical Academy's administrative staff or faculty member and one voting Board member.
- 5.3 Standing Committees requiring a Board Member
- a. The Hiring Committee shall be responsible for recruiting and recommending, based on selection procedures and job descriptions approved by the Board, candidates for the position of Director of Capstone Classical Academy.
 - b. The Fundraising Committee shall be responsible for working with the Board of Directors, administration, staff and faculty to generate funding through the pursuit of grants and local fundraisers. Local fundraisers will need to support the vision and mission of the school and will need an approval vote from the Board of Directors.
 - c. The Parent/Mentor Organization shall be responsible for working with the Board of Directors, administration, staff, faculty and other parents to enhance the total educational experience of the students, and the school community.
- 5.4 At the discretion of the Board of Directors other standing committees may include, among others, with approval of the Board: Communications, Curriculum, Enrollment and Registration, Facilities, Fundraising, Grant Writing, Public Relations, Social, Transportation, Technology, and Volunteer Coordination. All committees will require a Board Member to sit on the committee.

VI. Amendments

- 6.1 The mission, philosophy or goals of Capstone Classical Academy may be altered, amended or repealed and a new mission or goals may be adopted only by vote of 90% of the Board of Directors.
- 6.2 Rules of Governance may be altered, amended or repealed only by vote of the Governing Board with at least 75% of the membership having cast valid ballots in favor of the amendment for the amendment to be adopted.

- 6.3 Except as described above in this section, all other sections of these Rules of Governance may be amended by the Board of Directors of Capstone Classical Academy in accordance with Format of Meetings and the Decision-making, Duties and Powers, and such other rules as shall be set by the Board.
- 6.4 If any section of these Rules of Governance is found to be in violation of school district, State of Utah or Federal guidelines or law, that section shall be rendered invalid, but the remaining Rules of Governance shall remain in force as though such invalid section were not part of these Rules of Governance.

V. Founding Families

- 7.1 The following families are considered founding families of Capstone Classical Academy:
- Ron and Susan Goers
 - Lynn and Teri Hinckley
 - Christopher and Rebecca Gurnee
 - Sam and Brittini Donnelson
 - Aaron and Marjean Stringer
 - Phil and Tammi Ross
 - Louis and Gloria Rivera
 - Max and Samantha Tinkey
 - Patrick and Skye Munson



Appendix E: Minutes from Board Meetings



Capstone Classical Academy Board Meeting 5/5/2016

962 Chambers Street, Ogden, UT 84405

Present: Susan Goers, Aaron Stringer, Brittni Donnelson, Lynn Hinckley, Christopher Gurnee, Rebecca Gurnee, Tammi Ross, Joshua Bell

Absent:

Guests: Rebecca Gurnee, Carolee Baird

Honors and Recognition – S. Goers was awarded a \$500 grant to put towards the National Charter School Convention in June. S. Goers will submit receipts for compensation.

- AAE: Carolee discussed what AAE does for schools and what services they offer.
 - Liability Insurance: \$2M policy for anything that happens in education. Services are for administrators, teachers, etc. Can also have a HR department support as well.
 - Supplemental Insurance: Available for teachers/admin if they want to go above and beyond what is offered. Health, dental, vision, prescription, and life insurance, auto, etc.
 - Teacher Discounts: Almost anything and everything (clothes, vacation, etc.), it just changes so will need to download the app for up-to-date deals.
 - Teachers are surveyed so that their voice is always heard and what they desire is being taken into consideration.
 - Teacher scholarships/grants are available every spring and fall, but once granted the awarded admin/teacher must wait one year before receiving another one.

Introduction

- Board Meeting was called to order at 6:46pm.
- Pledge of Allegiance – C. Gurnee led the group in the Pledge.



- Role Call – C. Gurnee completed the Board role call.
- Board Agenda – B. Donnelson motioned to accept the agenda as presented, J. Bell seconded the motion, motion passed. No objections or comments were received.
- Board Minutes - A. Stringer motioned to accept the agenda as presented, T. Ross seconded the motion, motion passed. No objections or comments were received.

Board President Report – Nothing

Financial Report

- S. Goers has been completing a spreadsheet of all expenses she has paid, to include the 501(c)(3) fee. She has also spoken with Lincoln of Charter Solutions who has told her she is completing everything correctly.

Director’s Report

- S. Goers and C. Gurnee attended the proposal workshop, only 4 schools were present. None were proposed to be located in Northern Utah.
- S. Goers needed to change the Mission Statement and Vision. S. Goers will be emailing our a new proposal to review.
 - S. Goers and L. Hinckley spent time on the Market Analysis, the Board needs to pay specific attention to this section.
- S. Goers also attended the Everlasting Board Culture meeting and encourages the board to attend all six meetings next year.
 - S. Goers will be receiving all the PowerPoints and sending them to the board for review.
 - S. Goers also was given information that the current board meetings are actually not as legalistic as previously thought.
 - Disclaimer for Conflict of Interest was approved by C. Gurnee and B. Donnelson on May 2, 2016.
 - Teacher’s Coffee and Conversation: S. Goers reported that the meeting was a success and she received great feedback. There are intentions for doing a summer BBQ to have further discussion.
- Website: Officially up and running, and the Board needs to “play” around and test the site out. A Facebook page will also be developed, but will direct people right back to the website. While the Board will decide when it will go “live” the website needs to be fully operational at least a couple weeks before July 14 (Board Proposal Presentation)
- CCA Brochure: S. Goers created the brochures, but need to be reviewed and edited by the Board.
- Touch Screen TV Rental: \$200 rental for the TV, but needs to be practiced by the Board. S. Goers will know by the June 2 Board Meeting if the Touch Screen TV will be viable. S. Goers will call Jennifer Lambert to find out where the presentation will take place.



- BDO Property: Structural review is scheduled, and if they can complete everything by February and we are approved then we will partner together to move forward.
- Board Presentation July 14!!!

Old Business

- **501(c)(3)** – A. Stringer has completed the 501(c)(3), and is planning on submitting everything tomorrow, May 6.
 - Conflict of Interest policy was presented, as it had been prior approved by C. Gurnee and B. Donnelson on May 2.
 - Articles of Incorporation were amended and approved.
 - By-Laws: S. Goers made some changes, and emailed these changes to the Board for review. T. Ross motioned to accept the agenda as presented, A. Stringer seconded the motion, motion passed. No objections or comments were received.
 - C. Gurnee asked if there needs to be a specific item in the By-Laws to indicate that the public must identify what they are going to talk about and present to the board. S. Goers indicated that this will be handled in the Communication Policy.
- CCA Board: Will receive training and be officially sworn in at a later date when this becomes necessary.
- Release Time – L. Hinckley confirmed he believes that the school cannot “shut down” and let non-profits come in and use the building (i.e. seminary, etc.).
- UAPCS Conference Schedule- Not published yet, B. Donnelson will send the agenda as soon as it is available. All Board members should attend at the very least the dinner on June 13.
- Email: www.capstoneclassical.org/webmail, all board members need to be checking their emails daily. If individuals are still having issues logging in the website listed will allow them to log in.

New Business

- Joshua Bell is appointed a trustee of the Board. J. Bell shared his background and experience.
- Meeting to Review the Proposal – Thursday June 12 @ 5pm
- Set Date for June Board practice of Presentation in July...S. Goers will email a draft of the script before the June 2 Board meeting to practice on June 2. The Board will also practice at the July 7 Board meeting, and finally before the presentation.

Public Comment- None

C. Gurnee motions for all items to be approved, A. Stringer approved, J. Bell approved, B. Donnelson approved, T. Ross approved.

Adjournment – A. Stringer motioned for the meeting to be adjourned, B. Donnelson seconded the motion, motioned passed. No objections or comments were received. Meeting was adjourned at 7:42pm





Capstone Classical Academy Board Meeting 6/2/2016

962 Chambers Street, Ogden, UT 84405

Present: Susan Goers, Chris Gurnee, Brittini Donnelson, Aaron Stringer, Lynn Hinckley

Absent: Tammi Ross (Excused), Joshua Bell (Excused)

Guests: Patrick Munson (CPA)

Introduction

- Board Meeting was called to order at 6:04pm.
- Pledge of Allegiance – C. Gurnee led the group in the Pledge
- Role Call – C. Gurnee excused T. Ross and J. Bell, all others were present.
- Board Agenda – B. Donnelson motions to approve agenda, J. Bell seconds, motion passed. No objections or comments were received.
- Board Minutes – A. Stringer motions to approve minutes, B. Donnelson seconds, motion passed. No objections or comments were received.
- Honors and Recognition – None

Board President Report – C. Gurnee and S. Goers discussed and went through the Lockheed Martin presentation.

- S. Goers will email the presentation to the board.

Financial Report

- S. Goers will continue to document her expenses.

Director's Report

- Proposal Progress
- UAPCS Conference (June 13th and 14th)
- Intro Brochure Needs Updates – The Board needs to look at it and add/remove edits.
- Updates on Website/Facebook – Numbers and hits continue to improve.
- Touch Screen Update – Not feasible
- Update on Lockheed Martin



- Board Presentation July 14 – Edits are still being made to the script, but will be ready by rehearsal on June 9th.

Old Business

- UAPCS Conference
 - Dinner @ 6:15 on June 13th.
 - Board Members will discuss what sessions they will be attending. B. Donnelson will begin the email thread. Decisions will need to be made by the 9th. B. Donnelson will print the schedule and highlight who is attending what session by the meeting on June 9th.

New Business

- Talking Points for the Public
 - T. Ross previously spoke with S. Goers about what is proprietary information and what is not. If subjects are not on the website and not in the brochure, do not guarantee anything. (i.e. are there going to be uniforms at CCA? Answer: Yes, but it is not determined what style.) Focus on the Individual Lesson Plans (Ad Vitam) and Classical Education.
- Discussion of Key Decisions Chart – Review the Board decisions vs. the Director decisions and make sure that it is understood what roles are played by each.
- Protocol – S. Goers requested that C. Gurnee, chair of the Board, take on more responsibility and be made aware of any board members absences. S. Goers and C. Gurnee will be meeting regularly to begin transitioning responsibilities meant for the Board Chair.
- July Presentation – Practices will be held June 9th, 16th, and July 7th at 5:30pm.
- Parent Informational Meeting (C. Gurnee’s Home) – Scheduled for June 22nd at 6:30pm.
- No meeting will be held in July due to the Proposal.

Public Comment

- Patrick Munson – P. Munson and the board engaged in conversation regarding any questions or concerns, and discussed Charter Solutions. S. Goers discussed the responsibilities being requested of the CPA board member.

C. Gurnee, A. Stringer, and B. Donnelson voted the minutes and agenda be accepted.

Adjournment – A. Stringer motioned for the meeting to be adjourned, B. Donnelson seconded the motion, motioned passed. No objections or comments were received. Meeting was adjourned at 7:42pm

Closed Session

- Proposal Progress – S. Goers spoke to the board about the changes Joylin commented on in the Proposal. Discussed the process of submitting the proposal and the CRAZY “adventure” that ensued over the course of 3 days. The



electronic version has been submitted and S. Goers will deliver the hard copy tomorrow, Friday June 3rd.





Capstone Classical Academy Board Meeting 8/4/2016

962 Chambers Street, Ogden, UT 84405

Present: Susan Goers, Chris Gurnee, Brittini Donnelson, Aaron Stringer, Patrick Munson, Tammi Ross

Absent: Lynn Hinckley (Excused), Joshua Bell (Not Excused)

Guests:

Introduction

- Board Meeting was called to order at 6:01pm.
- Pledge of Allegiance – C. Gurnee led the group in the Pledge
- Role Call – C. Gurnee
- Board Agenda
- Board Minutes -A. Stringer motioned to accept the minutes, P. Munson seconded the motion, motion passed. No objections or comments were received.
- Honors and Recognition – None

Board President Report

- Appoint Patrick Munson as Treasurer of the Board – B. Donnelson motioned to appoint P. Munson as Treasurer of the Board, T. Ross seconded the motion, motion passed. No objections or comments were received.
- Approval by 5/5 vote for continuing forward with charter – July 14th USOE
- Accept a 12 month/short term contract of services with Charter Solutions – C. Gurnee has not received an official contract, therefore once it is received C. Gurnee will take steps for approval. C. Gurnee indicated that the contract indicates the services will be provided free of charge, and upon being approved will look to hire them with a monthly fee. At the time of approval a RFP (request for approval) will be sent out for other contracts though.
- Discuss marketing tactics – Lincoln from Charter Solutions that our “I’m Interested” needs to increase exponentially, how do we do this? Need 200+ when we go in December for the capacity exam. Board needs to focus efforts on anyone currently 4th-8th. When discussing the website let potential parents know the site is secured and their child’s information will be kept safe.



Financial Report – Patrick Munson

- Funding per 8/1 meeting with Lincoln – Preparing the budget for the application. P. Munson reported that the meeting with Lincoln was successful, and that the initial budget is mainly to set the standard “get us through the door”.
 - S. Goers indicated that Red Apple also met with CCA and indicated that if the city owns the building then we do not need to pay taxes on it. This needs to be investigated further.
 - P. Munson asked how the contract on the building will look so that CCA can plan on the budget. S. Goers indicated that the assumption will not be made and will remain inconclusive for the application. Lincoln is aware of CCA’s options and will incorporate them as necessary.

Director’s Report

- 501(c)(3) Approved – Amazon Smiles account, certain grants requiring online recognition.
 - S. Goers and P. Munson will set up a checking account at Mountain West Credit Union so that CCA can begin receiving donations from the Amazon Smiles account.
 - S. Goers will look into the same type of account with Smiths.
- Meeting with music department – S. Goers met with 2 women who could potentially be candidates for leading the music department. Each has a very comprehensive background and extensive credentials. These women are currently scouting for instruments for the department.
- Application
 - July 27 Meeting with BDO – Update: Boyer manages BDO, have built 5 other charter schools. They are very interested in working with CCA and building for the vision.
- Update on Website/I’m Interested/FB/Generating Enrollment – S. Goers asked all board members to continue advertising CCA on their own personal social media.
- Everlasting Board Culture reading material – The packet given to the board tonight is one of the older packets helping the board set a timeline for discussions in meetings. These packets will be placed in the board binder, to be reviewed by the board before the September meeting.
 - Other reading that would be beneficial for the board: The Seven Outs – Brian Carpenter, Crucial Conversations and Crucial Accountability, Trust Matters: Leadership
- Assignment of Application sections – Market Analysis needs to be worked on, needs to look like CCIDs Application (See for reference of information/stats), A. Munson will take on the role of searching out the statistics. S. Goers/L. Hinckley will focus on Staffing, T. Ross will focus on Governance.
 - A. Stringer will look into language to use to address the transgender trend sweeping the nation.



Old Business

- Golf Tournament Needs & Updates: Postcards/Tees/Banners/Waters, etc. – left over postcards will go to board members to disburse to churches, etc. The banner, table cloth & tees are done and in house!
- Grant Writing Contract – Some changes need to be made to the current contract and can be represented at the next meeting.
 - Changes include:
 - Identify that commission may not be until July 31st, 2017 as some grants do not allow money to be taken out of the grant itself for grant writers.
 - B. Donnelson will edit and resend out to the board. Federal grants will not be pursued because of the restrictions and dictations that will come with the grant.

New Business

- 5 Minute Review of Conference
 - T. Ross – Discussed the marketing seminar she attended at the emphasis placed on not having volunteers but using staff. When marketing is staff driven there is a greater ability for accountability. Marketing also needs to have flexibility to change the plan, and this will come from always collect data about marketing.
 - B. Donnelson will create an ROI spreadsheet to be presented at the next board meeting.
- T. Ross also discussed the importance of reading the Board constitution before every meeting. This will be done when the board is made official by UPACS and the necessary information given.
- Lastly, T. Ross described a program called EverFi which allows students to have supplemental learning for free. T. Ross was very impressed and encouraged all board members to look into their website.
 - A. Stringer- Discussed information on giving notice for RFP and Emergency Preparedness. He indicated that once we are approved and have a building the state will assist with education and development for emergency preparedness.
 - C. Gurnee- Discussed information gained on board evaluation tools (on the board agenda, see packet for example), and that the board needs to speak as one and act together. He further discussed that policies are our guardrails.
- Update on National Conference – S. Goers- Discussed her sessions which included how not to burn out in the pre-planning stage, setting schedules, family time.
 - Because family time was highly emphasized, S. Goers has planned a cook-out in August for all of the Board's families to gather and fellowship.

Public Comment

- B. Donnelson brought up the “Capstone project” at GFA and the potential conflict of interest. C. Gurnee will address it with GFA.

Vote – T. Ross moves to accept all items voted on, A. Stringer seconded the motion, motion passed. No objections or comments were received.

Adjournment – A. Stringer motioned for the meeting to be adjourned, B. Donnelson seconded the motion, motion passed. No objections or comments were received. Meeting was adjourned at 8:13pm





Capstone Classical Academy Board Meeting 9/1/2016

962 Chambers Street, Ogden, UT 84405

Present: Susan Goers (via TeleConference), Chris Gurnee, Brittni Donnelson, Aaron Stringer, Lynn Hinckley, Patrick Munson, Tammi Ross

Absent: Joshua Bell (Not Excused)

Guests: Rebecca Gurnee

Introduction

- Board Meeting was called to order at 6:03pm.
- Pledge of Allegiance – C. Gurnee led the group in the Pledge
- Role Call – C. Gurnee took role call of the Board Members.
- Board Agenda/Board Packet – B. Donnelson motioned to approve the Board Agenda and Packet presented.
- Board Minutes - A. Stringer motioned to accept the minutes, P. Munson seconded the motion, motion passed. No objections or comments were received.
- Honors and Recognition – B. Donnelson has completed her grant writing certification.

Board President Report

- Discussion on present status of application – S. Goers has emailed a copy of the application to every board member for review with instructions to email her with comments and revisions. B. Donnelson will be working on formatting and other technical issues in the application this weekend.
 - Board needs to complete their feedback by Sunday, September 11.
- Update on the meeting with Tom Christopulos (Director of Community & Economic Development, Ogden City) – S. Goers and C. Gurnee met with Mr. Christopulos a few weeks ago seeking a letter of support. An informational packet was left with Mr. Christopulos for his review. To date, Mr. Christopulos has not informed S. Goers or C. Gurnee of his attentions.



- Mr. Christopulos identified a piece of land on 12th street for a potential build. S. Goers asked C. Gurnee to find out the district boundaries on the property to be able to identify to the Board.
- Update on conversation with Brent Petersen/Good Foundations Academy regarding their “Capstone Project” for their 7th graders – C. Gurnee had a lengthy discussion with Mr. Petersen regarding the new project GFA will be implementing this year. Mr. Petersen indicated that it is not in an attempt to create a link between GFA and CCA, but is merely a project to finish the student’s time at GFA. He was unwilling to change the name of the project to avoid potential confusion, but ensures if an issue does arise he is open to our communication.
- Update on Joshua Bell – C. Gurnee identified that since J. Bell has had over three unexcused absences the Board must vote to potentially relinquish his position on the board. J. Bell has taken on a new job in Salt Lake District and has been extremely busy with his new endeavors. However, his input has been very helpful and the Board appreciates his assistance.
 - B. Donnelson motioned to relinquish J. Bell from the Board, A. Stringer seconded the motion, all members voted to relinquish the position. No objections or comments were received.

Financial Report – Patrick Munson

- Smith’s Community Rewards account has been created – The funding number is 28250 and can be attached to any Smith’s Reward account.
- Mountain West bank account is open – S. Goers and P. Munson are the signers on the account. Current balance is \$100.00.
 - P. Munson will order checks for the account so as the need arises they are available.
- Pro Bono Receipts – S. Goers asked about Pro Bono receipts for those who have donated time and items. P. Munson does not believe that time can be counted towards a Pro Bono receipt, but will look into the possibility. P. Munson will also create a template for the receipts.

Director’s Report

- S. Goers is travelling to visit family in NY, but is joining the meeting via teleconference.
- Marketing – A big push needs to occur to get more students and families “enrolled”/“interested” and interested in the school. CCA Board needs to do as much as possible on social media, personal communication, etc. to get these numbers increased.
 - Small marketing postcards will be purchased to be distributed in local churches and communities. B. Donnelson will have the designed completed this weekend, and will have the cards purchased when the board meets on September 23. The contact information will be as follows:
 - Email: info@capstoneclassical.org
 - Phone: (801) 896-4562



CCA Board needs to brainstorm individuals to pass these marketing cards out to. Including but not limited to: North Ogden residents, local churches, community centers, etc.

- T. Ross will be asking for a mailing list for churches, congregants, etc. to mail the postcards out.
- Facebook Update: \$300 has been spent on promotions, and people “liking” the posts, but they are failing to fill out the form. Only 125 likes to the actual CCA page. CCA Board needs to brainstorm pushing this advertising avenue.
- Homeschool Conference is January 21
- UTCH Conference in SLC is April 16 and 17 - \$60 for venter booth. B. Donnelson identified the Donnelsons will gift the fee so CCA can attend as a vendor.
- UHEA Convention is in June
 - T. Ross is going to look into the specific dates of each conference and vendor costs. T. Ross will email all information to the Board as soon as possible.
- Charter Elementary Schools – Visiting each elementary charter school that has no where to send their students once they leave.
 - C. Gurnee will begin contacting Administrators from each school, to begin developing relationships for future meetings with students. The Board will also begin forming relationships with individuals to potentially make large donations once CCA is approved.
- S. Goers will do a specific marketing presentation of CCA to assist the Board in presenting the school to others.
- Donations – All Board members need to ensure that receipts are being turned in for any monies donated to CCA. S. Goers will need to specifically get with P. Munson upon her return to figure out what expenses need to be taken out of the CCA account that are on-going and automatic withdraw.

Old Business

- Golf Tournament/ROI
 - Comments from NUAMES gentleman & Weber Foundation Chair – S. Goers discussed with the Board comments received by participants.
- Grant Writing Contract – B. Donnelson presented the Board with the edited Grant Writing Contract and asked that the Board review and bring their edits to the meeting scheduled for September 23 so that the final contract can be presented at the October meeting.
 - Addendum: Board of Directors has the ability to modify the contract at any time.

New Business

- Fundraising Plan – Discussion on 120 Day Fundraising Packet (see prior email sent by S. Goers) and skeleton of a plan: S. Goers discussed the history of the packet/plan and presented the board with the option of putting it in place immediately. C. Gurnee emphasized the Board needs to review the plan and put

together action items. S. Goers indicated there are potential parents who may be interested in being on a Fundraising Committee.

- C. Gurnee will spearhead the Fundraising Committee at the moment, with full support from all Board members.
- Discussion on Crowdfunding – The Board agreed CCA does not want to participate in this type of funding.
- CCA Survey – 40 surveys have been completed as of today. Information being gathered is excellent and will be very useful for the application and future knowledge for the Board.
- Discussion on the Board Capacity Interview – Every Board member needs to know exactly what their role is on the board and what their duties are, their commitments, trainings/experience, etc. C. Gurnee proposed having “mock” interviews of the Board beforehand, everyone agreed and S. Goers will act as the board reviewers.
 - C. Gurnee asked all Board members to read at least one of the two books referenced in the Application that is training for the Board before the Capacity Interview.
- S. Goers will be seeking part time, flexible employment since her fellowship ends in October but that will allow her to still work on CCA.
- L. Hinckley indicated that he will assist S. Goers in answering questions/voicemails received for CCA. S. Goers will forward all information to L. Hinckley.

Public Comment

- Correspondence
- Public Comment
 - Rebecca Gurnee researched a list of grants upon request by S. Goers:
 - Potential Grants: R. Gurnee is still working through which ones CCA qualifies for, as well as when CCA can apply for the grants that CCA meets the qualifications.
 - R. Gurnee has been seeking specifically technology grants, and has identified five but will continue to look into the details before handing off to B. Donnelson.
 - S. Goers identified that R. Gurnee will need to continue research into grants that CCA qualifies for but will need to focus on foundations, etc.
 - C. Gurnee commented that he has received some information about property in Pleasant View behind the Lee’s grocery. Comments that this may be a great avenue to begin reaching out to community people.
 - B. Donnelson commented that all Board members need to be reaching out to individuals for letters of support. These letters need to be received before the September 23 meeting.

Vote – P. Munson moves to accept all items voted on, T. Ross seconded the motion, motion passed. No objections or comments were received.



Adjournment – P. Munson motioned for the meeting to be adjourned, T. Ross seconded the motion, motioned passed. No objections or comments were received. Meeting was adjourned at 7:36pm.



Appendix F: Executed Contracts

CHARTER SCHOOL SERVICES AGREEMENT

between

CAPSTONE CLASSICAL ACADEMY

and

CHARTER SOLUTIONS, INC.

This Charter School Services Agreement (“Agreement”) is made and entered into on September 24, 2014 by and between Charter Solutions, Inc., (“Charter Solutions”) a Utah Corporation, and Capstone Classical Academy (“Charter Holder”), a Utah corporation organized under the laws of the State of Utah. Charter Solutions and the Charter Holder agree to the terms set forth below.

RECITALS

WHEREAS, the Charter Holder has contracted for service with at least one charter school that has been authorized by the Utah State Charter School Board and the Utah State Board of Education (“Authorizer”), under the direction of the Utah State Office of Education (“USOE”), to organize and operate a charter school (“Charter”) consistent with Title 53A-1a-501, et seq. (“Utah Charter Schools Act”); and

WHEREAS, Pursuant to that contract, the Charter Holder operates under the supervision of the Charter Holder’s board of directors (“Board”) which is responsible for the operations of the charter school; and

WHEREAS, Charter Solutions provides business services (“Business Services”) to businesses and public charter schools; and

WHEREAS, the Charter Holder desires that Charter Solutions provides its Business Services to the Charter Holder and contracted schools, and Charter Solutions desires to provide its Business Services to the Charter Holder; and

WHEREAS, the Charter Holder and Charter Solutions are entering into this Agreement to set forth the obligations and duties of each party with respect to the implementation of Charter Solutions business services.

NOW THEREFORE, in consideration of the mutual covenants and agreements herein set forth, Charter Solutions and the Charter Holder mutually agree as follows:

1. **Contractual Relationship.** The Charter Holder has entered into an agreement with a Charter School Board (“School” or “Board”), which sets forth certain terms and conditions governing the Charter Holder. Subject to applicable statutes and regulations, the Charter Holder hereby contracts with Charter Solutions, to the extent permitted by law, for the provision of such services for the Charter Holder, subject to the terms and conditions set forth in this Agreement.
2. **Term.** The term of this Agreement shall commence on August 1, 2016 and continue until June 30, 2018 or until terminated in accordance with the terms and conditions set forth herein.

2.1. **Amendment.** This Agreement may be amended by agreement of the parties. The parties agree to give (30) days prior written notice of their intent to amend this Agreement.

3. **Duties of Charter Solutions.**

3.1. **Work to be Performed Under the Direction of the Charter Holder.** Charter Solutions shall perform all work under the direction of the Board and key school administrators providing such direction is in accordance with the law.

3.2. **Duties and Functions Performed Primarily by Charter Solutions.** Charter Solutions shall perform the functions and duties identified. Other add-on services heretofore not outlined shall be negotiated in good faith by both parties to establish the terms and conditions of providing add-on goods or services. Functions and duties provided without limitation include:

3.2.1. **Startup Financial Management**

- General accounting, bookkeeping and reporting
- Public school financial reporting
- Preparation of school budgets and forecasts
- Assist the Board and Administration with startup staffing budgets
- Assist school with procurement
- Accounts payable and reimbursements
- Account reconciliations
- Physical records management

3.2.2. **Startup Human Resources Management**

- Process payroll, including employee deductions
- Assist the Board and Administration with employee benefit plan setup
- Assist administration with Human Resource records management

3.2.3. **Legal Compliance**

- Assist the Board and Administration with school policy development
- Complete reports associated with Business Services
- Assist the Board and Administration with legal compliance
- **Disclaimer:** Neither Charter Solutions, nor its employees are licensed to practice law. Neither Charter Solutions, nor its employees are qualified to provide formal legal advice. Schools shall retain their own legal counsel for legal matters.

3.3. **General Startup Support Performed Primarily by the Charter Solutions Executive Team.** Charter Solutions will employ personnel located off Charter Holder's campus that will perform the following functions:



- 3.3.1. Policy, forms and procedure development services, consisting of development of school policy for Board review and approval, including internal controls for school.
 - 3.3.2. Drafting and assistance with the school's budget for its charter application, including the budget narrative.
 - 3.3.3. Provide Board and Administrative support and training.
 - 3.3.4. Support the Board with high-level administrative, policy and oversight issues, including government relations and Charter Movement issues.
 - 3.3.5. Assist the Charter Holder securing Utah Charter School Revolving Loan and State Startup and Implementation Grant after securing a Charter Agreement;
 - 3.3.6. Provide the Charter Holder with periodic status reports and be available to the Charter Holder to consult on matters relating to school approval and startup;
 - 3.3.7. Respond to questions from Charter Holder's board of directors;
- 3.4. **Exclusions.** This Agreement includes the services contained herein and does not include services for the following aspects of charter school management: academic or instructional program services including policy and procedures for instructional settings, curriculum development or consulting, student services/student discipline management, oversight or consulting, school construction management services, financing or financial advisor services, insurance advisory or brokerage services, CACTUS or educator licensing administrative services, specific services related to background investigation processing and background check result evaluation and record retention of school employees (as prescribed by law).
- 3.5. **Insurance.** Charter Solutions shall maintain General Liability and Professional Practices Liability Insurance on its operations and shall provide an insurance certificate to Charter Holder upon request. Charter Solutions, Inc. shall maintain insurance coverage for losses to Charter Holder associated with a claim arising from Charter Solutions' use of the Charter Holder's office space.

4. **Duties of Charter Holder.**

- 4.1 **Non-Interference.** Charter Holder agrees that it shall not interfere with Charter Solutions' good faith performance of the duties set forth in this agreement. Charter Holder has the duty to notify the Charter Solutions executive team in writing of any purported discrepancies, disputes, shortcomings or disagreements (including a claim of breach) regarding the execution of the terms of this agreement. Charter Holder, the Board, employees or designees shall in good faith support the work of Charter Solutions and its employees in its effort to fulfill the obligation set forth in this agreement and shall not act in a manner contrary to law or generally accepted business practices. Charter Holder agrees that it has ultimate decision-making authority and therefore has the authority on its own to circumvent, forgo, rescind, reject or override the advisory, work, policies, procedures or documents of Charter Solutions at its own discretion and that such overriding authority



when utilized causes the Charter Holder to retain responsibility and liability for these decisions.

4.2 Authority and General Administration of School Rests with the Charter Holder. Both parties acknowledge the administration of the charter school, including oversight and decision-making authority of all aspects of school administration, including the duties set forth in this agreement, fall within the oversight of the school's Principal or Director, However, some of the Business Services may or do overlap with the Board and Principal or Director's direct responsibilities; therefore, Charter Solutions will make a good faith effort to work with school administrators and the Board on these items. Both parties agree that any relevant school-related communications between the Board and Charter Solutions must first be communicated to Charter Holder. Charter Holder agrees that the Board and Principal or Director will make a good faith effort to work with Charter Solutions on shared responsibility, including providing administrative assistance to Charter Solutions, and that the school building will be made reasonably available, including permanent office space, to Charter Solutions in the execution of terms of this Agreement. The Charter Holder and Charter Solutions agree and understand that the Board and the Principal or Director retains all final decision-making authority for all aspects of school operations, administration, and financial management. Charter Solutions shall perform any and all services under the direction of the Board and the Principal or Director and shall institute and enforce the decisions and policies adopted by the Board, insofar as they are in accordance with the law and generally accepted business practices.

4.3 Documents and Forms Receipt, Modification, Review and Use. Charter Holder agrees that the forms, guides, checklists, handbooks, documents, presentations, policies and procedures (Documents) presented by Charter Solutions electronically or in hard copy form are for reference only and should not be used without modification or adaptation for local use by the Charter Holder. Charter Holder and Charter Solutions acknowledges that each school is different, has its own culture, employee requirements, management philosophy, expectations and that laws and regulations change. Furthermore, Charter Solutions operates under the direction of Charter Holder and as such Charter Solutions cannot guarantee the efficacy of Documents, policy, practice, recommendation or procedure interpreted or deployed, or not deployed or implemented by the Charter Holder, its employees, representatives or assigns. Charter Holder acknowledges that in many circumstances, Charter Solutions Documents, forms, guides, checklists, policies and procedures may not be in compliance with current rules and regulations unless maintained by the Charter Holder. In addition, there may be additional or different laws and regulations not contemplated herein or in Charter Solutions documents. Charter Holder agrees to adapt any form or Document provided by Charter Solutions for use in Charter and acknowledges the receipt and/or use of Charter Solution's Documents under the terms of this Agreement.

4.4 Intellectual Property. Charter Holder agrees that the Documents, systems, forms, guides, checklists, policies and procedures presented or developed by Charter Solutions during the term of this agreement are provided by Charter Solutions for the use of the Charter Holder for the term of this agreement and that Charter Solutions retains ownership, trademark and copyright of such intellectual property. Upon termination of this Agreement, Charter



Holder agrees to negotiate in good faith with Charter Solutions for continued or discontinued use of Charter Solutions intellectual property.

4.5 **Insurance.** Charter Holder and Charter Holder school(s) and other affiliated organizations shall purchase and maintain minimum levels of all legally required and other prudent insurance. Charter Holder shall provide an insurance certificate to Charter Solutions upon request.

4.6 **Procurement of Insurance of Charter Holder.** Charter Holder holds the responsibility to procure all prudent and necessary insurance policies through a licensed insurance broker. Charter Solutions is not a licensed insurance brokerage firm and as such is not authorized to provide insurance advisory services to the Charter Holder or School. Charter Solutions may, as authorized by and under the direction of the Charter Holder, coordinate the procurement of needed insurance of the Charter Holder. The Charter Holder is responsible on its own to review the options provided by its broker(s) and the results of the coordination work of Charter Solutions and make insurance decisions.

5. **Termination of Agreement.**

5.1. **Charter Holder Termination for Cause.** The Charter Holder shall have the right to terminate this Agreement for cause by providing 30 days written notice to Charter Solutions. "Cause" shall include any of the reasons set forth in subparagraphs 5.2.1, 5.2.2, or 5.3.3 below.

5.1.1.A breach of any of the terms and conditions of this Agreement accompanied by a failure to remedy such breach within 30 days after receipt of written notice of such breach from the Charter Holder; or

5.1.2.If there occurs an enactment, repeal, promulgation or withdrawal of any federal, state, or local law, regulation, or court or administrative decision or order which, after all possible appeals, results in a final judgment or finding that this Agreement or the operation of the Charter School in conformity with this Agreement violates the Charter Holder's responsibilities, duties or obligations under the state or federal constitutions, statutes, laws, rules or regulations.

5.1.3.Gross negligence, fraud, or criminal acts of any kind committed by Charter Solutions' employees or agents

5.1.4.The requirement for 30-days' written notice for termination is waived for causes listed in subparagraph 5.2.3

5.2. **Charter Solutions Termination for Cause.** Charter Solutions may terminate the Agreement for cause prior to the end of the term set forth in this Agreement for any of the reasons set forth in subparagraphs 5.3.1 or 5.3.2 below.

- 5.2.1. The Charter Holder substantially breaches any of the material terms and conditions of this Agreement and fails to remedy such breach within 30 days after receipt of written notice of such breach from Charter Solutions. For this purpose, a material breach may include, but is not limited to, a failure to make payments as required by this Agreement unless the required payment is subject to reasonable dispute, failure of Charter Holder to allow Charter Solutions in good faith to fulfill the obligations of this Agreement, illegal activity or ongoing disregard for the law or administrative rules of the State, or any other failure which undermines the joint purposes of this Agreement; or
- 5.2.2. The enactment, repeal, promulgation or withdrawal of any federal, state, or local law, regulation, or court or administrative decision or order which has a material adverse affect on Charter Solutions' ability to perform the obligations set forth in this Agreement.
6. **Remedies.** The sole remedy for breach of this Agreement shall be specific performance of the obligations outlined herein or termination of this Agreement in accordance with Section 5, except for any breach of any obligation to make monetary payments to the other party. Monetary payments that are not paid within 30 days after the due date will be subject to interest charges of three percent (1.5%) per month.
7. **Compensation.** In exchange for the Business Services provided in this Agreement, the Charter Holder will pay Charter Solutions \$18,000 during the school's planning year, which begins July 1, 2017, payable in monthly installments of \$1,500 per month.
- Charter Holder or Charter Solutions do not share in budgetary surpluses or deficiencies and acknowledge and agree that Charter Solutions is a contracted third-party service provider. Charter Solutions' employees working on behalf of Charter Holder shall be entitled to reasonable travel expense reimbursement consistent with Charter Holder's and Charter Holder policies.
8. **Information regarding compliance.** Charter Holder may request, and Charter Solutions shall provide upon such request, information demonstrating Charter Solutions' compliance with UCA 53A-1-401(10).
9. **No Third-Party Beneficiary Rights.** No third-party, whether a constituent of the Charter Holder or otherwise, may enforce or rely upon any obligation of, or the exercise of or failure to exercise any right of, the Charter Holder or Charter Solutions in this Agreement. This Agreement is not intended to create any rights of a third-party beneficiary.
10. **Entire Agreement.** This Agreement constitutes the full and complete agreement between the parties. All prior representations, understandings, and agreements are merged herein and are superseded by this Agreement.



11. **Section Headings.** The section headings shall not be treated as part of this Agreement or as reflecting the true meaning of the provisions hereof. The reference to section numbers herein shall be deemed to refer to the numbers preceding each section.
12. **Invalidity of Provisions of this Agreement.** If, for any reason, any provision hereof shall be determined to be invalid or unenforceable, the validity and effect of the other provisions hereof shall not be affected thereby.
13. **Assignment.** This Agreement shall not be assigned by either party without the prior written consent of the other party, provided that: (i) Charter Solutions may, without consent of the Charter Holder, delegate the performance of but not the responsibility for such duties and obligations of Charter Solutions as specifically set forth herein; and (ii) Charter Solutions may assign, without the consent of the other party, this Agreement to a successor entity that acquires through a corporate reorganization substantially all of Charter Solutions' assets and liabilities.
14. **Force Majeure.** Neither party will be liable for any provisions of this Agreement not performed due to acts of God, acts of war, civil war, riot, terrorism, sabotage, explosion, embargo, fire, flood, natural disaster, accident, labor strike, or other acts, intentional or natural, beyond reasonable control, or with unusual expense.
15. **Official Notice.** Notices and formal communications required by the terms of this Agreement will be in writing. Notice will be given by certified or registered mail (return receipt requested) to the registered address, facsimile (with confirmation of transmission), or by hand delivery with written confirmation. Notice will be deemed to be given two (2) days after the date of the mailing or upon the first date of business on or after the date of facsimile or hand delivery.
16. **Indemnification.** As provided by law, Charter Solutions shall indemnify, defend and hold harmless Charter Holder and its agents, representatives, officers, directors, employees and subcontractors against any and all claims, demands, damages, losses, liens, suits or other forms of liability, including reasonable attorneys fees and costs, that may arise out of, or by reason of any negligence, acts or omissions, errors or willful misconduct of Charter Solutions or its agents, representatives, officers, directors, employees and subcontractors in performing the provisions of this Agreement. Charter Solutions shall reimburse Charter Holder for any and all legal expenses and costs associated with the defense of such claim, demand or suit, subject to the limits of Charter Solutions' s general liability insurance policy.

As provided by law, Charter Holder shall indemnify, defend and hold harmless and Charter Solutions its agents, representatives, officers, directors, employees, and subcontractors against any and all claims, demands, damages, losses, liens, suits or other forms of liability, including reasonable attorneys fees and costs, that may arise out of, or by reason of any negligence, acts or omissions, errors or willful misconduct of Charter Holder or its agents, representatives, officers, directors, employees and subcontractors in performing the provisions of this Agreement. Charter Holder shall reimburse Charter Solutions for any and all legal expenses and costs associated with the defense of such claim, demand or suit subject to the limits of Charter Holder's general liability insurance policy.



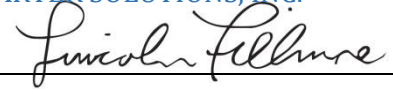
THE PARTIES HERETO have executed this Agreement as of the day and year written above.

Capstone Classical Academy

By:  _____
Authorized Representative

Name: Christopher Gurnee

CHARTER SOLUTIONS, INC.

By:  _____

Name: Lincoln Fillmore



Appendix G: Utah State Charter School Board, Charter School Closing Procedures

August 2016

After the Utah State Office of Education (USOE) votes its intent to non-renew, revoke, or suspend the charter of Capstone Classical Academy; or a vote by a school's board of trustees (Board) to voluntarily surrender its charter, the trustees of the school are responsible for ensuring the completion of the items listed in these Closing Procedures in cooperation with the State Charter School Board (SCSB). All documents should be submitted to the SCSB unless otherwise indicated.

Item	Action	Due Date	Status
<i>Ongoing after the closure decision until the last day of instruction:</i>			
1	Continue current instructional program as specified in the school's charter.		
2	Continue to administer SAGE tests in accordance with regulations and policies.		
<i>Ongoing as necessary to conclude school affairs</i>			
3	Continue to submit all required reports to SCSB (SIS, Aspire, data, School Safety and Discipline Report, etc.)		
4	Submit draft minutes for all board meetings within 3 business days of each meeting and final minutes when approved.		
5	Maintain necessary insurance coverage to protect the school's assets until closure is finalized.		
<i>Immediately following the closure decision, the school's board of trustees must:</i>			
6	Provide contact information, including name, contact address, telephone number, and email address, for all members of the school's current board to the SCSB.		
7	Designate a school contact person to send/receive communication from SCSB regarding closure. Provide contact information, including affiliation with school, contact address, telephone number, and email address.		
8	Schedule a public community meeting, in coordination with SCSB, to be held within 10 calendar days of the closure decision and to which all school stakeholders--including parents, students, teachers, partners, etc., are invited, to provide clear information about the school's current operating status. SCSB representative(s) may be present, to the extent possible.		
<i>Within 10 calendar days of the closure decision:</i>			
9	Elect by a vote of the board, a trustee or trustees who will be responsible for ensuring that Closing Procedures are completed, especially after school employees have been discharged.		



10	Pursuant to contract or appointment, authorize an individual, or entities, to maintain student and school records as outlined below. Provide the contact information for the individual(s) to the SCSB, including affiliation with school, contact address(es), telephone number(s), and email address(es).		
	(a) The appointed individual(s) or entities must assume responsibility for school records for a 10 year term, including, but not limited to, all payroll records;		
	(b) The appointed individual(s) must assume responsibility for permanent student records (transcripts) for a 60 year term;		
11	Establish by a vote of the board, a separate checking account in which an amount of funds determined by the SCSB in consultation with the school must be set-aside for final legal, accounting, audit, or other expenses necessary to execute this Closure Protocol. In the event the school elected to be "self-insured" for unemployment purposes, the school may have significant financial liability after the end of instruction and reserve funds should be set aside.		
12	Provide written notification regarding the impending closure to:		
	(a) students/parents/guardians. Such notification shall include, but not be limited to the following:		
	(i) date of the last day of regular instruction according to the school's published calendar for the year or as defined in the school's charter;		
	(ii) cancellation of any planned summer programs;		
	(iii) information for parents that enrollment of children in the public school of their district of residence or in a private school approved by the district in which it is located is mandatory under state law;		
	(iv) the contact information for the enrollment office of the public school district for the student's town of residence; and		
	(v) before the end of instruction, an offer to provide copies of the student records and a final report card and specific information regarding how to access students records after school closure.		
	(b) all employees. Such notification shall include, but not be limited to the following:		
	(i) date of the last day of regular instruction according to the school's published calendar for the year or as defined in the school's charter;		
	(ii) information regarding the date of termination of employment and/or contracts and benefits;		
	(iii) information regarding possible eligibility for continuation of benefits under COBRA (http://www.dol.gov/dol/topic/health-plans/cobra.htm) or HIPAA (Health Insurance Portability Act), and unemployment benefits through the Utah Department of Workforce		



	Services (http://jobs.utah.gov).		
	(c) sending district of residence for each student. If applicable, notification of cessation of services for transportation, food programs, etc., and return of district property should be included.		
	(d) all debtors, creditors, landlords, lessors, and funding sources. Such notification should include the amount due to/from the school and indicate the need to negotiate a settlement of debts, if applicable.		
	(e) Provide to the SCSB a copy of each of these notices, a list of names/addresses of recipients, and proof that notifications were sent.		
Within 30 calendar days of closure decision and updated as determined by SCSB:			
13	Submit the following financial documents (and submit updates on a monthly basis until finalization of closure)		
	(a) a current balance sheet as of the month just ended before the closure decision, including accompanying schedules for:		
	(i) all assets and their value;		
	(ii) accounts/loans payable or other liabilities that exceed \$1,000;		
	(b) a current income statement as of the month just ended before the closure decision		
	(c) a grants report indicating the anticipated use of all funds received through federal and state grants, including a plan to return funds as appropriate for grant projects/programs that will be terminated or not completed. The school cannot use these funds for costs related to closure.		
	(d) a comprehensive month-to-month cash flow statement to operate the school through the closure date which accounts for the full disposition of assets and specifically gives priority to and includes:		
	(i) payment of instructional staff to ensure completion of the school's instructional program (including an itemized schedule of current and projected payroll and payroll benefit payments, including payout of any accrued leave/vacation time);		
	(ii) total funds to satisfy all outstanding liabilities including but not limited to all contracts/leases and payoff of all debts;		
	(iii) payments to the chosen retirement corporation on behalf of employees;		
	(iv) payment of any costs associated with transition of students and records;		
	(v) costs for a complete, close-out financial audit;		
	(vi) all other costs associated with closure.		
Within 60 calendar days of closure decision:			

14	Engage by a vote of the board, an independent auditor, subject to SCSB approval, to conduct a final close-out audit of the school. Submit a copy of the engagement letter and an estimated timeline for the start and completion of the audit.		
15	Submit a student records transition plan , including:		
	(a) the name(s) and contact information for the person(s) responsible for completion of student transcripts, including insertion of final grades;		
	(b) the name(s) and contact information for the person(s) responsible for transition of students records and for providing assistance to students and parents in transferring from the charter school to the district public or private school chosen by the family;		
	(c) details about where records will be transferred or stored and how records will be destroyed;		
	(d) a timeline for the completion of this transfer.		
16	Take appropriate action to terminate any contracts/leases and any other obligations of the school that extend beyond the closure date, including those related to summer instruction.		
17	Submit a plan for the disposition of all assets owned by the charter school, including plans to give first priority for equipment and supplies to other public schools and then to non-profit organizations. Existing insurance coverage should be maintained on the assets until disposal or transfer of deed. The school may not dispose of any fixed assets until SCSB has approved the asset disposition plan. All assets owned by a Horace Mann charter school must revert back to the district.		
Prior to finalization of closure			
18	Submit the following final reports:		
	(a) Aspire End of Year enrollment data		
	(b) School Safety and Discipline Report		
	(c) Final Annual Report		
	(d) Final SCSB Financial Report Forms along with any unspent funds for all grants. (If the school received funds directly from the U.S. Department of Education, file Federal form 269 or 269a. See CFR 80.41)		
	(e) Close-out independent financial audit and final Charter School End of Year Financial Report.		
	(f) A final balance sheet (as described above), indicating how the board ultimately disposed of assets and resolved any outstanding obligations.		
19	File all final federal, state, and local tax returns and issue final W2s and 1099s by statutory deadlines to the appropriate parties.		



20	Make all final payments to the retirement accounts		
21	Submit a check to SCSB for any remaining funds after the settling of final accounts and the disposition of all assets.		



Appendix H: Further Explanation on Curriculum

A word about studying World Religions and Bible texts:

There is significant research to demonstrate that students who study the difficult text of the Bible in both historical and literary applications score better on standardized exams in both private and public schools (Jeynes, 2009; Jeynes, 2010; College Board). The difficulty of translation as well as the length and complexity of sentence structure allow for patient problem solving on the part of the student to determine meaning. The same is found in difficult readings of Shakespeare, Plato, Aristotle, and Sophocles, which are included in a classical curriculum.

It is important for Scholars to understand the literary devices used in the Bible and the history of its influence on western thought and development. Shakespeare alone quotes the bible over 1200 times in his plays (Shaheen, 1993).

Scholars should also have a handle on the various belief systems represented in our country and world. Given increasing global connectivity, rising migration, and the fact that in some states, more than 1 in 10 people practice either Hinduism, Judaism, Buddhism, or Islam, students are remaining unskillful in this area if not trained in world religions. It is irresponsible to not cover this material as students miss a rare and valuable opportunity to engage varying perspectives and worldviews; all necessary to know in order to compete in a global economy. E D Hirsch (2015), the author of the Core Knowledge Curriculum has this to say in regards to studying religions:

“No one in the English-speaking world can be considered literate without a basic knowledge of the Bible. ... All educated speakers of American English need to understand what is meant when someone describes a contest as being between David and Goliath, or whether a person who has the “wisdom of Solomon” is wise or foolish, or whether saying “My cup runneth over” means the person feels fortunate or unfortunate. Those who cannot understand such allusions cannot fully participate in literate English.”

If managed with care and the proper resources, the study of world religions and the Bible’s influence presents an ideal opportunity for students to enhance global competencies, wrestle with ethical questions, and gain immersive experience. The study of Biblical texts and history, as well as how it has influenced western culture, paints a picture of our historical journey. The 1963 U.S. Supreme Court decision that found Bible reading violated the First Amendment’s prohibition of government support of religion didn’t stop all use of reading the book for both Historic and Literary purposes.

“It certainly may be said that the Bible is worthy of study for its literary and historic qualities,” Justice Tom Clark wrote in *Abington Township School District v. Schempp*. “Nothing we have said here indicates that such study of the Bible or of religion, when presented objectively as part of a secular program of education, may not be effected consistently with the First Amendment” (Clark, 1963). Further, in 1980 *The Supreme Court* clearly affirmed this position in *Stone vs. Graham*, when it stated that “the Bible may constitutionally be used in an appropriate study of history, civilization, ethics, comparative religion, or the like.”



The College Board recommends The Bible and readings in classical mythology as prerequisites for AP Literature and Composition in their Teacher's Guide (Greenblatt, 2007). Research indicates that students who study the textual works of the Bible, Shakespeare, and other difficult passages perform much better on the PSAT, ACT, and SAT (College Board, 2016). Further, The Bible, a significant element of the cultural heritage of Western Civilization, will be studied for purposes related to literary analysis rather than for theological purposes. Students will not be excused from the coursework based on religious preferences, since those preferences are not under consideration or germane to our purpose. The courses chosen have been vetted by various educational and secular organizations through the Bible Literacy Project and the National Council on Bible Curriculum in Public Schools.

All staff teaching these courses will be trained by Gateways to Better Education and understand what their responsibilities are to scholars. Also, curriculum training from The National Council on Bible Curriculum in Public Schools will be required of all Mentors annually. The Board of Directors will oversee and participate in training as they are able. They will ensure that all mentors are trained in reference to teaching about religion in a public school via documents provided by the First Amendment Center.

Why Latin?

A common question; the CCA Board understands the importance of Latin as the following:

First, Latin is a powerful vocabulary builder. Over 50% of English words come from Latin. One single Latin word may represent the roots of five to ten English words. By learning Latin prefixes and endings, as well as Latin roots, students are capable of comprehending many English words that they've never heard. Second, training in Latin lays the foundation for learning other Latin based (Romance) languages like French, Spanish, Portuguese, Italian, and Romanian. Third, for professional careers like medicine, law, and education, Latin provides the base for many technical terms and names. Fourth, the precision of Latin and Greek provides students with an English linguistic tool that cannot be achieved in any other way. Using the right word, at the right time, and in the right context is empowered by the study of classical languages. And finally is the fact that students who take 2 years of Latin score an average of 152 points higher on the SAT test. (College Board,

Release Time

Release time will be offered throughout the day at CCA. Buildings adjacent to the campus will be sought for this purpose. Core Virtues (Core Knowledge Foundation) will be taught to all scholars not electing to participate in release time. Release time teachers will be apprised of the core virtues of the school and will be asked to consider these virtues in their teaching scenarios.

Daily warm up at the start of the day as well as reflection at the end of the day will be a substantial element in family focus and reflection time of the school. Scholars will return to an assigned area to write in their reflective journals to their parents and/or guardians and share one interesting element of education from the day. On Fridays during Communis time they will share with others.



Communis time – group advisory time for scholars and every member of the academic team, which includes all faculty and staff in the building meeting once a week to review advancement through the curriculum, goal setting, and Ad Vitam. Communis Time Mentors will be integral in advancing the growth mindset within the student body. Mentors will be in direct communication with the school’s counseling team to catch scholars quickly who are not meeting goals and need adjustment based on the “not yet” theory and the understanding that all scholars can improve, promoting the growth mindset (Dweck, 2014). Communis time will also support the accreditation requirement of all scholars being known by, and assured of, an adult advocate in the building. Administration will be involved in Communis time and in teaching coursework throughout the school. The MBWA (management by walking around) approach will be encouraged and administrators will build relationship with staff, scholars, and parents so that there is a high “bank balance” of goodwill throughout the school. Administrators will distinguish the work from the human being in a non-threatening way so that the expectations are robust and yet handled in a kind manner.

BYU Enrichment Coursework

Every student at Capstone will be on their own Ad Vitam and have the ability to move at a pace that is appropriate for his or her learning capacity. There may be scholars who are able to handle more coursework, who are hungry for challenge, and who have families that are willing to support more learning. In these cases, in both middle and high school, once scholars have completed the required coursework they will have the opportunity to take advantage of middle school and high school courses offered by BYU. There are over 50 middle school courses, and over 100 high school courses that can enrich and augment a particular student’s educational experience. This coursework will be available to students on an individual basis, and with the proper recommendations and approvals of parents. More information on individual courses can be found at www.byu.is .



Appendix I: BYU CCA Relationship Letter



DEPARTMENT OF INDEPENDENT STUDY

The BYU Independent Study Department and Capstone Classical Academy will form an academic relationship wherein BYU Independent Study will provide digital curricula for 6th to 12th grade enrolled students to be used in the format of blended, online or credit recovery course content for Capstone Classical Academy faculty to teach and use in their classroom. In addition, BYU Independent Study will provide general education, undergraduate university level courses to advanced Capstone Classical Academy students that seek dual enrollment credit.

BYU Independent Study will offer the BYU High School Suite program that Capstone Classical Academy will use as digital curriculum to blend in the classroom, teach virtually, or offer as mastery-based credit recovery. BYU will train Capstone Classical Academy's administration and faculty in 1) Modifying their pedagogical approach in teaching online curriculum, 2) Becoming well versed in the BYU Suite curriculum, and 2) Mastering the learning management system and administrative functions. Additional technical support, training and re-evaluation of the program will be offered by BYU to Capstone Classical Academy in ongoing support. BYU offers more than 225 online courses for secondary education students and teachers.

In addition, BYU Independent Study offers general education, collegiate level courses to advanced Capstone Classical Academy's secondary education students that have been assessed by Capstone Classical Academy's academic advisors who mentor and monitor their students' academic readiness to successfully complete a college level online course for dual enrollment. BYU will issue an official transcript upon the successful completion of the online course to the student. This transcript provides information on the course taken and grade received and can be transferred to other colleges or universities in which the student is seeking to attend.



Many universities and colleges in the United States maintain, and make available to the public, lists of BYU transfer course equivalencies. BYU credit can be used to satisfy general education requirements at many of these schools.

Course and license fees for the BYU High School for the 6th to 12th grade curriculum and 6th to 12th Independent Study courses and BYU university online courses are available upon request. If you have any questions about this partnership, please address them to Russell Bryant, Associate Director, BYU Continuing Education.

Sincerely,

Russ Bryant

Associate Director

Continuing Education

(801) 422-6050



Appendix J: Letters of Recommendation

5517 Skyline Drive
Ogden, UT 84403
(801) 337-8286
christian.d.robert@outlook.com

May 24, 2016

To Whomever It May Concern,

I am writing to you as a career military officer, now retired from active duty and employed in the defense industry. I am concerned that the larger formative education system (K-12) in the United States falls short in STEM curricula and in the development of critical thinking skills, ultimately eroding our competitive advantage and tangentially our national security.

My four children attended Good Foundations Academy in Riverdale, UT, where they were privileged to experience tutelage under, with a syllabus of instruction developed largely by, Ms. Susan Goers. In addition to the world class academics at Good Foundations Academy, Susan was the driving force behind my children's successful participation in competitive state-level programs such as Utah FIRST Robotics as well as national-level programs including Odyssey of the Mind, the National Forensics Tournament, and MATHCOUNTS®.

I was pleased to learn recently that Ms. Goers has made significant strides in founding a charter school that exactly addresses my concerns regarding educational opportunities for students in Northern Utah. Susan's vision, organizational talent, educational focus, ability to motivate both students and faculty alike, and resourcefulness in seeking competitive opportunities to stoke her students' creative fire will serve her and our community well in this endeavor.

I am honored to endorse Susan's efforts to provide what I know from experience will be a world class formative education to the children of Ogden and surrounding districts. Her plan is ambitious but certainly achievable with help from the community and from corporate interests. I humbly ask for your support to help Susan provide our children the education they deserve!

Sincerely,



Christian Robert

Peggy Downs



38 N 11th Ave, Brighton, CO 80601
720 616-2921
Peggydowns1@msn.com

9/23/2016

Dear Utah State Charter School Board of Education,

I am writing in support of Capstone Classical Academy and urge you to vote to approve this charter. I am currently serving as the Director of Charter Schools at Vanguard Classical School in Denver, Colorado, a K-12 school serving 1200 students on two campuses. I am also serving on the Board of Directors at Heritage Heights Academy, a new charter school that opened in August in Cherry Creek School District, Denver. I was instrumental in writing the charter application for HHA, working through the process of an appeal to the State Board of Education here in Colorado when the district denied our application, and eventual successful appeal and opening of the new school. I was also the Founding Director of Good Foundations Academy in Riverdale, Utah, which opened in 2010. I am familiar with what it takes to open and lead a charter school.

I have reviewed the proposed charter application and spent many hours discussing the proposed school with Susan Goers. We worked together at Good Foundations Academy, and she was instrumental in helping me as the new Director to set up a successful charter school program. She knows what is needed to develop a program, recruit teachers, and attract families to charter schools. She is providing the leadership and resources that will be needed to establish a successful charter school.

Capstone Classical Academy has all the components necessary for a strong charter school. The Board of Directors of Capstone Classical Academy is committed to creating a successful program. They have the necessary qualifications and dedication to govern the school. The charter is well-written, and supports the mission and vision of the school founders. The school has demonstrated parent and community support for the program. The school will offer an innovative and rigorous choice that is much needed in the Ogden area. A vote to approve this charter will be a vote for school choice and educational excellence in Utah.

Respectfully,

Peggy Downs

